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AUTHOR Beall, Pamela E., Ed.
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ABSTRACT

Learning activities on the topic of aging which were developed and field tested by K-6 teachers in the public schools of Acton, Massachusetts, are provided. They are designed to overcome many of the myths that children hold about aging and to help them develop a more realistic and positive view of their own future as people who will grow old. The activities, which can be used in many subject areas including language arts and social studies, are grouped into units, but can also be used individually. The information provided for each unit includes an overview, list of materials needed, teaching time, handouts, and follow-up discussion questions. Some examples of the kinds of activities included follow. Students look at pre-selected photographs from books or magazines depicting people of different ages and identify those physical characteristics that are more related to age. Another activity helps students expand their understanding of aging to include different points of view by having them request in writing information from private and government agencies. Specific instructions to help students use a business letter form are provided. A list of agencies and organizations is also included. Other activities involve students in analyzing poetry, conducting interviews, creating word search puzzles, listening to classroom speakers, reading and interpreting graphs for trends and implications, and discussing the lyrics and sounds. The appendices contain a reading list on intergenerational themes and a glossary on aging. (RM)

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# UNDERSTANDING AGING

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## A Curriculum for Grades K-6

**Edited and Compiled by Pamela E. Beall**

**Introduction by Fran Pratt**
**Teaching and Learning About Aging Project**
**Acton, MA**

**Based on Curriculum Activities Developed by**

| | |
|---|---|
| David B. Curren | Carol Ann Leary |
| John Duclos | Margot Martens |
| Sherrie Feinberg | Sue McGrail |
| Jane Goodall | Rosemary White |

**from the Acton Public Schools**

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SP 014 293

TEACHING AND LEARNING ABOUT AGING
CONANT SCHOOL, ACTON, MA 01720

# Contents:


Introduction by Fran Pratt . . . . . 5

I. In Relation to Me . . . . . 7

II. In Reference to Aging . . . . . 25

III. Demographics of an Aging Population . . . 49

IV. Economics of a Limited Income . . . . . 63

V. Generations of Change . . . . . 74

VI. A Chance to Change . . . . . 89

VII. Appendix: Integrated Curriculum Activities . . . . . 107

VIII. Appendix: Agelessness of Play. . . . . 111

IX. Appendix: A Reading List on Inter-generational Themes . . . . . 133

X. Appendix: A Glossary on Aging . . . . . 137



TEACHING AND LEARNING ABOUT AGING

CONANT SCHOOL, ACTON, MA 01720

SELF
(TODAY)
family studies and community interactions
GROWING OLDER
demography and biographical studies
issues and community response
income, health and life style
SELF
(FUTURE)
self-image
feelings



4

# Introduction

The children in elementary classrooms today will live longer than any previous generation of Americans. On the average they can be expected to live until their mid-seventies, as opposed to a life expectancy of less than fifty for their grandparents' generation. Millions of these children will live into their eighties, nineties or beyond. They will grow old in a time when at least one-fifth of the U. S. population has passed the 65th birthday.

Although gifted with the promise of long life, most children tend to view old age in terms of problems rather than potential. Research has documented that, while most children have ambivalent feelings about older people, their tendency is to view elders in terms of negative stereotypes. A study by the University of Maryland revealed that only 11% of children age 3 - 11 had anything positive to say about growing old.* They perceived aging primarily in terms of physical decline, as indicated by these typical comments they made when asked to describe old people:

*Old people are wrinkled,*
*Old people have gray hair,*
*Old people are short,*
*Old people talk funny,*
*Old people have heart attacks,*
*Old people have sprained backs*
*and arthritis.*

The myths and misinformation that feed such stereotypes are derived from many sources. In our highly mobile and age-segregated society, few children have regular or meaningful contact with elders. Grandparents and older relatives usually live outside their communities, often hundreds or thousands of miles away, and there are few opportunities for most children to interact with other older people who might live in their neighborhoods. They hear adults using ageist expressions such as "no fool like an old fool" and "over the hill." They view hundreds of television commercials in which young adults advertise products claiming to make us look younger, while older adults advertise laxatives, denture adhesives and pain relievers. Ageism is also common in their earliest picture books and first readers in which older characters are portrayed in both text and illustrations as dependent, insignificant and handicapped. In spite of the fact that most older people are self-sufficient, healthy and active, children learn at an early age to associate aging with poverty, sickness and lethargy.

The following activities were developed and field tested by teachers in the public schools of Acton, Massachusetts, in grades K - 6. They are designed to overcome many of the myths that children hold about aging and to help them develop a more realistic and positive view of their own future as people who will grow old. Although many of the activities are linked, the entire set of activities does not comprise a single "unit" on aging. They are designed for use in a wide variety of subject areas and at various levels of age and readiness. It is recommended that teachers examine the

lessons carefully and choose from them the activities that will best suit the needs and abilities of their students. Although detailed guidelines are provided for each activity, teachers should feel free to modify the lessons in any way that best suits their own teaching styles and curriculum needs.

The most effective way to overcome children's stereotypes about aging is to provide opportunities for them to relate directly to older people. Thus many of the activities call for interaction with people of other generations. Through such learning experiences children will learn that age is not a valid basis for pre-judging anyone's values, abilities, attitudes or behavior. They will learn that aging is a life-long process, that all kinds of people grow old, and that those who grow old most successfully are usually those who have maintained good habits of mental and physical health throughout their lives. Of all the things we might do to prepare children for life in the 21st century, it is hard to imagine anything more important than helping them recognize the potential for happiness and well-being at all stages of the long life that lies before them.

---

*Richard Jantz, Carol Seefeldt, et al., "Children's Attitudes Toward the Elderly, "University of Maryland, 1976

# I. In Relation to Me

## Introduction

This section has a sequence of activities especially suitable for grades K - 3. Because it begins and ends with an evaluation it can be used as a self-contained unit for younger students. However, many of these activities can be adapted for older students and many of the activities in other sections can be adapted for younger students.

The activities introduce younger students to the idea of aging by focusing on age groups, their differences and similarities. Students build toward a better understanding of old people by examining how young and old interact. The sequence culminates with a special day when students and adults get together to share games that they know. By creating thoughtful opportunities for youngsters to interact with oldsters, the teacher can help dispel stereotypes that students often hold about old people.

# Outline

| OVERVIEW | OBJECTIVES | LEARNING ACTIVITIES | TIME |
|---|---|---|---|
| In Relation To Me<br><br>Develops concepts of age groups and how they relate to each other in the family and in the community. | Students will be able to:<br><br>- identify and define different age groups<br><br>- understand relationship between young and old<br><br>- conceptualize some changes brought about by aging<br><br>- interact positively with older people | 1. Pre-Test: Three Options (evaluation)<br><br>2. Words for Growing<br><br>3. a. Picture the Age<br>3. b. At My Age: A Survey<br><br>4. a. Name That Age, A Survey<br>4. b. The Age of Activity: A Chart<br>4. c. Looking Back: A Chart<br><br>5. a. Teaching and Learning: A Survey<br>5. b. Sharing Games: A Day for Play<br><br>6. Post-Test: Three Options (evaluation) | One class period<br><br>One class period<br><br>Three class periods<br><br>Five class periods<br><br>Four class periods<br><br>One class period |

Overview: You will need to probe children's understanding of aging to discover what positive and negative attitudes the students may already have. There are three proposals here for surveying these attitudes prior to any teaching. Choose one which best suits your students' abilities.

Materials: Paper
Pencils
Chart paper and marker

Teaching Time: One class period.

## Pre-Test: Three Options

A. Lead a discussion about old people. These are some questions that will be useful in such a discussion:

*What can you tell me about old people?*

*What old people do you know?*

*What do you like to do with older people?*

*How do you feel about growing old?*

*What could you do to help an older person?*

*What can an older person do for you?*

*Are you and your grandmother the same age? Why?*

*Does your grandmother grow older each year? Why?*

Children's answers to these questions will give the teacher some indication of where and how to begin work with the children.

B. Older students may be surveyed by asking them to complete the phrases "Old people are . . ." or "Old people do . . ." You can ask them to write several responses, or you may conduct a discussion and make a class chart of the answers. You will be able to assess positive and negative attitudes by their responses to these phrases.

C. Ask students to write a paragraph that tells their opinions about what it means to get older. Encourage them to write about physical changes, work, social activities and other characteristics of older people. Stress that they should express how they think it feels to be old.

Collect work, review and save for evaluation.

Overview: This activity will help students to clarify the vocabulary used to describe different age groups. It is the basis of deepening their understanding of chronological age.

Materials: Chart pad and marker

Teaching Time: One class period

## Words for Growing

1. Make a chart entitled "Words for Growing". Include words such as infant, toddler, preschooler, teenager, juvenile, adult, retiree. Have students contribute to the list as you discuss each word. Try to draw out student attitudes and concepts about each word. Students may also group the words according to chronology as they understand it.

2. Have students identify and discuss some of the older people they know -- relatives, friends, neighbors, store clerks, etc. Try to have students make observations about what these people have in common, how they are similar and different from each other.

Overview: These related activities ask students to form generalizations about different age groups and helps them to develop a concept of chronology.

Materials: Old magazines, catalogs or other pictures showing different aged people
Posterboard or other large paper
Glue and other craft supplies
Paper and pencils
Chart pad and marker
Classroom copies of Worksheet I-1: At My Age

Teaching Time: Three class periods

## Picture the Age

1. Divide the class into small groups of three students.

2. Let each group choose pictures that can be arranged to show a time line from youth to old age. They should consult with the teacher before gluing them in place.

3. Display the time lines around the room. Discuss the vocabulary words young, younger, youngest; and old, older, oldest.

## At My Age: A Survey

1. Distribute Worksheet I-1: At My Age.

2. Students answer the questions in class.

3. Divide the class into small groups based on age. All 10-year olds, 11-year olds, etc., together in one group. Make several small groups, if you must, but all age based.

4. Ask them to compare the answers on their sheets. Were some answers the same? How many different answers were there for each question? Groups may have a spokesperson report their findings to the rest of the class. Were the answers from different groups sometimes the same?

In concluding your discussion try to have students articulate the generalization that PEOPLE OF THE SAME AGE MAY DIFFER IN MANY WAYS.

## Follow-Up Discussion

1. Use the pictorial time lines from Day One (above) as a stimulus. Have students describe the people in the pictures. Record the descriptions on a chart pad. Make your chart follow the time line sequence. Use single words or phrases that students will offer in discussion.

2. Have volunteers come to the chart and circle words that are positive in feeling. Discuss the negative words that have NOT been circled. Which people do these words describe? Are there some age groups which are mostly positive or mostly negative? Why is this? Introduce the words ageism and stereotype. Ask students if they know of any examples of ageism or stereotypes from their own lives, from books, newspapers or television programs.

3. Ask students to recall their responses to Worksheet I-1 (used above). What did they discover about themselves compared to others their age? PEOPLE OF THE SAME AGE MAY BE VERY DIFFERENT.

## At My Age

STUDENT NAME _____ DATE_____

DIRECTIONS: Fill in each blank space.

1. I am _____ years old.
2. I like _____ice cream.
3. I like to play _____.
4. I like to read books about _____.
5. I like to drink _____.
6. I can do _____well.
7. I am not too happy when I am asked to _____.

Overview: The activities which follow will help students to dispel stereotypes still further. Students will look closely at their own families for evidence of how young and old differ in their abilities and activities. They will also be asked to consider the changes brought about by the passage of time.

Materials: Worksheet I-2: Name that Age
Worksheet I-3: The Age Activity
Worksheet 1-4: Looking Back

Teaching Time: Five class periods

## Name That Age: A Survey

NOTE: The fact that many people in our society tend to falsify or be secretive about their age may present some difficulties in using this activity as described below. If it is not possible to get reasonably honest information about the ages of people in your school, you may wish to revise the activity. For example, you could substitute the names of well-known actors, athletes, musicians, TV personalities, etc., with whom the children would be familiar. True ages for such people would be available in Who's Who publications or similar sources. Your reference librarian should be able to help with this.

1. Distribute Worksheet I-2:Name That Age (which you have developed).
2. Review the names on the worksheet to be sure students know each person.
3. Students complete the worksheet in class.
4. On chart pad compile all the students estimates of ages and compute averages.
5. Explain chronological age. Have students arrange the names on the list in chronological order, youngest to oldest, based on the estimated averages.

## Follow-Up Discussion

1. Post the true age of each person, one at a time.
2. Compare the real ages to the guesses made by students.
3. In discussion focus on their reasons for their guesses. Did some students guess consistently older or younger ages? Are any people from the list the same age as students' parents or grandparents? Did they guess closer on these? What characteristics made them decide on one age or another?

## The Age of Activity: A Chart

1. Distribute Worksheet I-3: The Age of Activity. Or you may make a copy of the chart on paper or chalkboard for the whole class to use.

2. Have students contribute what they can to the listings. Discuss how different age groups have similar or different activities. Ask students to speculate about how or why these similarities or differences exist.

## Looking Back: A Chart

1. Distribute Worksheet I-4: Looking Back. Discuss each of the items listed and have students complete the first column in class.

2. Ask them to talk with parents, grandparents, or older neighbors to help fill in the other columns. Allow one or two days to complete this assignment.

## Follow-Up Discussion

1. Review the Looking Back Worksheet, and have available the Worksheet The Age of Activity so students can refer to them.

Students now have two kinds of information: 1) They have considered the activities of family members of different ages today and 2) They have some ideas about how things were different when their parents or grandparents were young.

2. Discuss how the activities of family members change as they grow older. Are there special "milestone" events that the students look forward to? (Such as being able to go downtown alone, spending the night with a friend, learning to drive a car?) Also discuss how time and events change what we may do in the future. Are there things happening today that will affect all of us as we grow older (computers, space travel, air pollution, food shortages)?

## Name That Age

NOTE TO TEACHER: You will have to make up your own list, supplying appropriate and real names of people you wish to include. Those noted here are merely suggestions for format.

STUDENT NAME_____ DATE_____

| Name of Person | His or Her Age Is Probably: |
|---|---|
| (Physical Education Teacher or Coach) | |
| (Art or Music Teacher) | |
| (Principal) | |
| (School Secretary) | |
| (Custodian) | |
| (Librarian) | |
| (Guidance Counselor) | |
| (Cafeteria Director) | |
| (Reading Teacher) | |
| (Teacher) | |
| (Teacher) | |
| (Bus Driver) | |

## The Age Activity

STUDENT NAME_____ DATE_____

DIRECTIONS: Use simple words or phrases to complete the chart below. You may ask brothers, sisters, parents or friends to help you.

DATE DUE_____

| | *myself at age _____* | *when parents were same age* | *when grandparents were same age* |
|---|---|---|---|
| HOME | | | |
| SCHOOL | | | |
| NEIGHBORHOOD | | | |
| SHOPPING | | | |
| TRAVEL | | | |
| CLOTHING | | | |
| FOOD | | | |
| PLAY/GAMES | | | |

## Looking Back

STUDENT NAME:_____ DATE_____

DIRECTIONS: Use simple words or phrases to complete the chart below. Ask your parents or grandparents to help you with the information.

DATE DUE_____

| ACTIVITIES | person 5 - 6 | person 7 - 9 | person 10 - 13 | person 14 - 17 | parent | grand-parent |
|---|---|---|---|---|---|---|
| list some work or chores | | | | | | |
| list some play or recreation | | | | | | |

Overview: In order to build good relations with older people, youngsters must have many opportunities to interact with them. These activities bring young and old together in an educational event which emphasizes cross-generational learning.

Since the success of this activity depends upon good interactions with older people, the teacher should invite relatives, friends or neighbors to participate early. You will want to invite one older person for each 3 - 5 students. The people you choose should be told exactly what you would like to accomplish. They will teach a game to a small group of students. They should be prepared to tell some information about the game they will teach -- when it was played (seasonal, time of day), how many children played, who taught it to him or her, or special rules and equipment. They should also be willing to learn a game which the children will teach them.

Among the many people you might invite, don't overlook:

Children's own grandparents or older relatives (send a request home to find out who may be interested.)

Residents of an elderly housing unit (Contact the administrator or post your request in the lobby.)

School employees from the office, kitchen, or maintenance staff, school aides, or bus driver.

Senior drop-in centers or other social groups which may be able to send several like-minded people in a group.

Also tell your game leaders that they may have to bring their own materials or equipment. If they can tell you in advance what is needed, perhaps you will be able to supply it.

Materials: Worksheet I-5: Teaching and Learning
Paper and pencils
Game supplies and equipment as you are able to provide

Teaching Time: Four class periods.

## Teaching and Learning: A Survey

1. Ask students how many of them may have younger brothers and sisters. Discuss what kinds of things the students may have taught their younger siblings. Make a list on the board.

2. Ask how many have older brothers and sisters. Discuss what kinds of things students may have learned from older siblings. Make a list on the board.

3. Ask students to talk about what kinds of things they would like to learn as they grow older, and who they might be able to learn from.

4. Distribute Worksheet I-5. Teaching and Learning. Assign the worksheet as homework. Allow one or two days for completion.

## Follow-Up Discussion

1. Share the homework assignments in class and discuss the lists made by students. Allow time to show and share the activity on the last part of the worksheet.

## Sharing Games

1. Using Worksheets I-3 and I-4 (used above), open a discussion about games and recreation. What are some favorite games and sports of different age groups? What games do younger students and children play? Teenagers? Adults?

2. Divide the class into small groups or teams of 3 - 5 students each. Explain that in a day or two some older people will visit the classroom to play games. Your students will learn a game and they will have a chance to teach a game too. Have each small group decide upon one game to teach. They should practice the game so they all agree upon the rules, and they should make a list of any special equipment they will need. Depending upon the season, students may choose outdoor games or indoor games, and you can help them decide which is best.

   Consult the Appendix for suggestions about games which the students or your invited guests might use.

## A Day for Play

1. Introduce the elders you have invited to the class and match them up with the small teams you have arranged. Allow enough time for the elders to teach a game and for the children to teach their game. The elders will have to be leaders, telling stories about the game and helping children to tell about their game. Serve simple refreshments if time allows.

## Teaching and Learning

STUDENT NAME_____ DATE_____

DIRECTIONS: You have two nights to complete this assignment. Do all the activities. You will need additional sheets of paper.

1. These are some things I have learned from my parents:

These are some things my parents learned from their parents:

These are some things I have learned from my grandparents:

2. On the back of this paper, make a list of things that your parents or grandparents learned from you. Ask your parents or grandparents to help you with this list.

3. Draw a picture of at least two people of different ages who are teaching or learning from each other. OR, you may write a poem or story, or make a tape cassette which tells about people teaching or learning from each other.

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CONANT SCHOOL, ACTON, MA 01720

Overview: In order to discover how children may have altered their attitudes toward old people, do one of the following activities.

Materials: Paper and pencils
OR Paper and art materials
OR Worksheet I-6: What People Can Do.

Teaching Time: One Class Period

## Post-Test: Three Options

A. Have students draw a picture of themselves, projecting into the future. Ask them to draw themselves doing some activity at age 15, 40 and age 70. These conceptual drawings can help the teacher to understand how children perceive growing older and how that perception may have altered from initial discussions.

B. Ask students to complete the phrases: "I learned that old people (are) (can do) ..." or "I was surprised that old people ...". Compare the answers to those written for the pre-test evaluation.

C. Distribute Worksheet I-6: What People Can Do. Have students complete it in class. Collect, review and use for evaluation.

## What People Can Do

STUDENT NAME_____ DATE_____

DIRECTIONS: List at least ten activities that you think each person below can do physically.

| A Child My Age Can: | A Person Over 50 Can: |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |
| 8. | 8. |
| 9. | 9. |
| 10. | 10. |

TEACHING AND LEARNING ABOUT AGING
CONANT SCHOOL, ACTON, MA 01720

# II. In Reference to Aging

## Introduction

This section has a sequence of activities suited for grades 5 and 6. Third and fourth graders may also be able to do some of the activities with suitable motivation and support.

These activities are largely centered on language arts and they include vocabulary building, poem analysis, interviews and writing assignments. Students will become more familiar with the physical process of aging and will also have an opportunity to find out about the problems of old people and how society addresses them.

# Outline

| OVERVIEW | OBJECTIVES | LEARNING ACTIVITIES | TIME |
|---|---|---|---|
| In Reference to Aging | Students will be able to: | | |
| Emphasizes research skills; concept building through vocabulary; physical characteristics of aging and different points of view | - identify and define characteristics of aging and social problems | 1. Physical Characteristics: Comparison and discussion | Two class periods |
| | - take notes and report information | 2. Writing for Information | One class period |
| | - analyze literature for themes relating to aging | 3. "I Keep Forgetting Things" -- poem, analysis and reaction | One class period |
| | - recognize variety among people of same age group | 4. Vocabulary, spelling and related activities Pre-test, Crossword Puzzles, Sentences, Word Search Game | Five class periods |
| | - recognize different points of view | 5.a. Asking Questions: An Interview | Three class periods |
| | - use new words to describe older people | 5.b. Classroom Speakers: News Report | |

Overview: Through the use of photographs and discussion, these activities will help students identify physical changes that occur in the aging process.

Materials: Photographs from books or magazines depicting people of different ages, especially the elderly. Chart pad and marker

Teaching Time: Two class periods.

## Physical Characteristics: A Discussion

1. Conduct a discussion that focuses on the following questions. List the appropriate responses on chart paper.

   What are all the different hair colors people can have? (Make sure gray and white are mentioned.)

   Does everyone have the same amount of hair?

   In what ways are people's skin different? (thin, transparent, wrinkled)

   What are some of the differences in people's vision or hearing?

   Do you ever see people walking in a bent position? (Joints stiffen; compressed spine produces a shorter or bent posture.)

   Do all people move at the same speed? (Reflexes slow down and reaction time increases.)

## Physical Characteristics: A Comparison

1. Display the list compiled on day one. Show pre-selected photographs and ask students to identify those physical characteristics that are more related to age.

2. Have students underline or circle those that are age-related and add any new characteristics that are mentioned. All of these characteristics should be identified and discussed:

   Skin becomes thin, transparent, more wrinkled.

Hair thins and/or turns gray or white.

Reflexes slow down and reaction time increases.

Sense of hearing, vision, touch, taste may alter or decline.

Joints may stiffen and a compressed spine produces shorter or bent posture.

Blood vessels become less elastic and circulation slows down.

Kidneys and other organs may function less efficiently.

Bruises are more easily acquired and last longer.

Bones may break more easily and heal more slowly.

Ability to withstand disease declines and illness may last longer.

3. Explain to students that each person ages differently. Some people will develop certain physical characteristics earlier than other people, and some people may never experience certain changes that are common to others. For example, some people may maintain very good vision or hearing throughout their lives. (You may be able to illustrate this point by using some photographs of people who are similar in age, but quite different in terms of amount of color of hair, degree of wrinkling, posture, etc.)

Overview: In this activity, students will begin to expand their understanding of aging to include different points of view. They will request information from private and government agencies that will help them to understand the role of older people in society, the family and the community.

Materials: Worksheet II-1: Writing For Information.
Paper and envelopes.

Teaching Time: One class period with optional follow up time.

## Writing for Information

1. Review business letter form and the form of an envelope.

2. Distribute Worksheet II-1, paper and envelope. Tell them that they may think of other agencies or organizations to write to as well, but they should consult with you first. Don't let children write letters to agencies that are not likely to respond.

3. Students may write their letter in class or as homework. If several students are writing to the same agency, you may want to put all their letters in one envelope and write a cover letter yourself. This will be more efficient from the agency point of view. Also, be sure that students have stamps, or can get them easily, if they are to be responsible for their own mailing.

4. After two or three weeks ask students to share the information they have received. Some students may not have received a response, but you can encourage them to write again to another organization.

## Writing for Information

STUDENT NAME:_____ Date:_____

DIRECTIONS: Use a business letter form to write for information on any topic related to aging. Be sure to state clearly that

1. You are requesting free pamphlets, pictures, articles, stories, studies or biographical materials that may be available.
2. Be sure to identify your purpose for writing (studying aging).
3. Choose an agency or organization to write to from the list provided.

Center on Arts and the Aging
National Council on the Aging
1828 L Street, NW
Washington, DC 20036

Division of Adult Development and Aging
American Psychological Association
1200 17th Street, NW
Washington, DC 20036

Executive Office of Elder Affairs
State Office Building
18 Tremont Street
Boston, MA 02109

Foster Grandparents-ACTION
Washington, DC 20525

The Gerontological Society
1 Dupont Circle
Washington, DC 20036

Gray Panthers
6342 Greene Street
Philadelphia, PA 19144

Institute for the Enrichment of Later Life
1600 South Minnesota Avenue
Sioux Falls, SD 57105

Institute of Retired Professionals
The New School of Social Research
66 West 12th Street
New York, NY 10011

International Senior Citizens Association, Inc.
11754 Wilshire Boulevard
Los Angeles, CA 90025

International Federation on Aging
1909 K Street, NW
Washington, DC 20049

National Association of Older Americans
12 Electric Street
West Alexandria, OH 45381

National Caucus on the Black Aged
1725 DeSales Street, NW
Washington, DC 20036

National Clearinghouse on Aging
Administration on Aging
DHEW Building, Room 4146
330 Independence Avenue, SW
Washington, DC 20201

National Institute on Aging
National Institute on Health
Bethesda, MD 20014

National Retired Teachers Association/
American Association of Retired Persons
1909 K Street, NW
Washington, DC 20049

The Oliver Wendell Holmes Association
381 Park Avenue, South
New York, NY 10016

The Retired Professionals
1025 15th Street, NW
Washington, DC 20005

Service Corps of Retired Executives
1441 L. Street, NW (Room 100)
Washington, DC 20416

Retired Professional Action Group
Suite 711
200 P Street, NW
Washington, DC 20416

U. S. Administration on Aging
331 C Street, SW
HEW South
Washington, DC 20201

Urban Elderly Coalition
Office of Aging of New York City
250 Broadway
New York, NY 10000

The first draft of your letter is due_____.

Overview: In analyzing the poem that is the focus of this unit, students will be able to distinguish between forgetfulness and the loss of memory associated with old age.

Materials: Worksheet II-2: "I Keep Forgetting Things."
Chart pad and marker

Teaching Time: One class period.

## "I Keep Forgetting Things"

1. Distribute Worksheet II-2: "I Keep Forgetting Things." Read aloud in class.

2. On a piece of paper make a list of the things that the person forgot. Make another list of the things the person remembered.

3. Introduce the vocabulary word concepts forgetfulness, long-term memory and short-term memory. Ask students to relate these to the list. Do students ever forget things? How far back do they remember? See Appendix: Glossary for word definitions.

## "I Keep Forgetting Things"

I keep forgetting things:
Which letters I've answered,
Whether I turned the stove off.
But I keep remembering things, too:
Faces, places,
Sights, scents, sounds.
It's annoying not to know where I left my glasses,
But it's lovely to have always, right behind my eyes,
A picture of my daughter at three,
Hair glinting in the sun,
Looking up at me,
Asking: "Do butterflies have puppies or is it the other way around?"
I can recall perfectly the sound of a fog horn
Off the coast of Maine,
Though, as the family will tell you,
I sometimes don't hear the phone.
I remember graduations and weddings and
Picnics and parades,
The way a fresh-cut lawn smells,
The taste of apricot jam.
Help me to be happy about what I remember
Instead of fretting about what I forget.
I'd rather relive love than find my glasses.
(But, of course, Lord, I wouldn't mind if you want to give me a hint.

From: Elise Maclay, Green Winter: Celebrations of Old Age, New York: McGraw-Hill (Reader's Digest Press), 1977.

Overview: Once students have completed the preceding activities (Part I), they will be familiar with some of the terms used in these activities. This group of activities will enhance their vocabulary and introduce concepts and phrases that will be essential to the units that follow.

Materials: Worksheet II-3: Vocabulary Pre-test
Worksheet II-4: Vocabulary Definitions
Worksheet II-5: Crossword Puzzle
Worksheet II-6: Key to Crossword Puzzle
Worksheet II-7: Vocabulary Sentences
Worksheet II-8: Word Search (optional)
Worksheet II-9: Key to Word Search
Graph paper, paper and pencils.

## Vocabulary Pre-Test

1. Distribute Worksheet II-3: Vocabulary Pre-Test. Fold back bottom so it is not visible when you distribute it. Students use column one for spelling the words administered in traditional spelling test fashion. Column two is for students to self-correct errors.

2. Administer the spelling test. Let students correct.

3. Divide the class into three groups. As homework ask each of the students to consult a dictionary and write definitions for five of the words. Assign each group the five words they must check.

## Crossword Puzzle

1. Ask several students to read the definitions of words assigned for homework.

2. Distribute copies of Worksheet II-4: Vocabulary Definitions. Discuss these simplified definitions until all students seem to be clear about the meaning of the terms.

3. Ask students to put away their definitions, and distribute Worksheet II-5: Crossword Puzzle. Have students work individually on the puzzle until all have completed or seem unable to finish.

4. Pass out copies of Worksheet II-6: Key to Crossword Puzzle. Discuss the words students had difficulty with.

5. Advise students to study the definitions of the terms for a quiz to be given at the end of the week.

## Vocabulary Sentences

1. Distribute Worksheet II-7: Vocabulary Sentences, and have students complete it. Collect papers and review correct answers taking time to explain any terms students still have difficulty with. (You may wish to correct these papers for a grade.)

2. Distribute graph paper and have students create a word search puzzle as homework. It should contain the fifteen words on this week's list. Encourage them to add other words appropriate to the topic of aging. (You may have to explain what a word search is, if you have not used this device in class before.)

   Option: Use Worksheet II-8: Word Search instead of student-designed puzzles. Distribute Worksheet II-9: Key to Word Search, on following day.

## Word Search

1. Have students exchange their completed word search puzzles with other students and try to solve them.

2. Remind the students to study for a spelling test the following day, which will involve using the words and spelling them correctly in simple sentences.

## Vocabulary Post-Test

1. Pass out a sheet of paper to each student. Choose five to ten words and ask the students to write a clear simple sentence using and spelling each word correctly. Collect and grade the papers.

## Vocabulary Pre-Test

STUDENT NAME _____ DATE _____

| Spell the word here: | Correct the word here: |
| --- | --- |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

gerontology
geriatrics
life expectancy
centenarian
seniority

Social Security
Medicare
pension
mandatory retirement
ageism

stereotype
integration
widow
widower
gerontophobia

TEACHING AND LEARNING ABOUT AGING

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_____

II-3

## Definitions

| | | |
|---|---|---|
| 1. | gerontology | the scientific study of aging, especially old age |
| 2. | geriatrics | the branch of medicine that deals with old age |
| 3. | life expectancy | the average age to which people in a particular category can be expected to live |
| 4. | centenarian | a person age 100 or more |
| 5. | seniority | the principle of reserving certain rights or privileges to (for) those who are older or have the longest involvement |
| 6. | Social Security | a government insurance program financed by employer-employee payroll taxes (or "contributions"), most of which is used to provide retirement income |
| 7. | Medicare | a government program of medical insurance which is available to the elderly |
| 8. | pension | a retirement income paid by an employer to a former employee after years of service |
| 9. | mandatory retirement | forced or involuntary retirement due to age |
| 10. | ageism | discrimination against people on the basis of age |
| 11. | stereotype | a prejudiced view that fails to recognize differences or variations between individuals |
| 12. | integration | uniting or bringing together, such as the bringing together of black and white, young and old, etc. |
| 13. | widow | a woman whose husband has died |
| 14. | widower | a man whose wife has died |
| 15. | gerontophobia | fear of aging or of the old |

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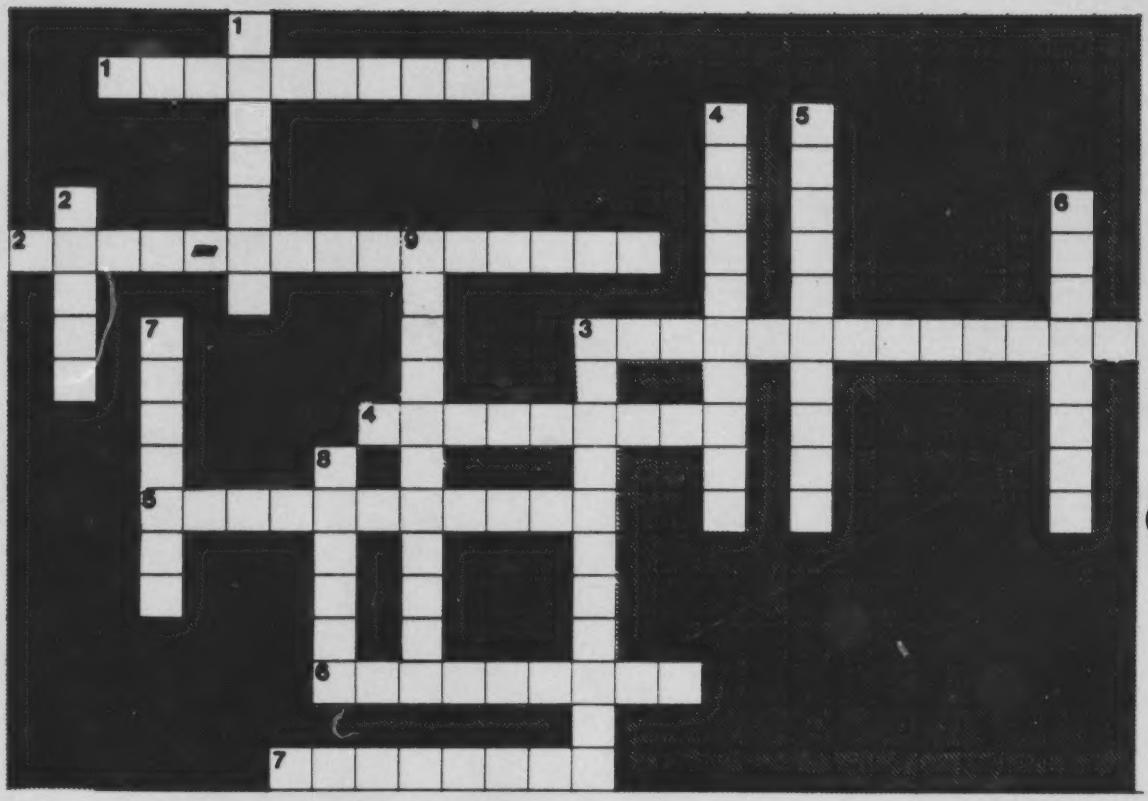
## Crossword Puzzle

STUDENT NAME _____ DATE _____

DIRECTIONS: Using the 15 words from the vocabulary lesson complete the crossword puzzle below

DATE DUE _____



WORDS DOWN:

1. his spouse died
2. her spouse died
3. studying the elderly
4. the character in a movie may be one
5. doctoring the aged
6. federal health insurance for the aged
7. income program
8. discrimination against age
9. Happy 100!

WORDS ACROSS:

1. she was looking forward to an early one
2. how long we live, or hope to
3. fear of growing old
4. advantageous position, especially on the job
5. uniting of diverse elements
6. at 65, retirement may be this
7. Social _____

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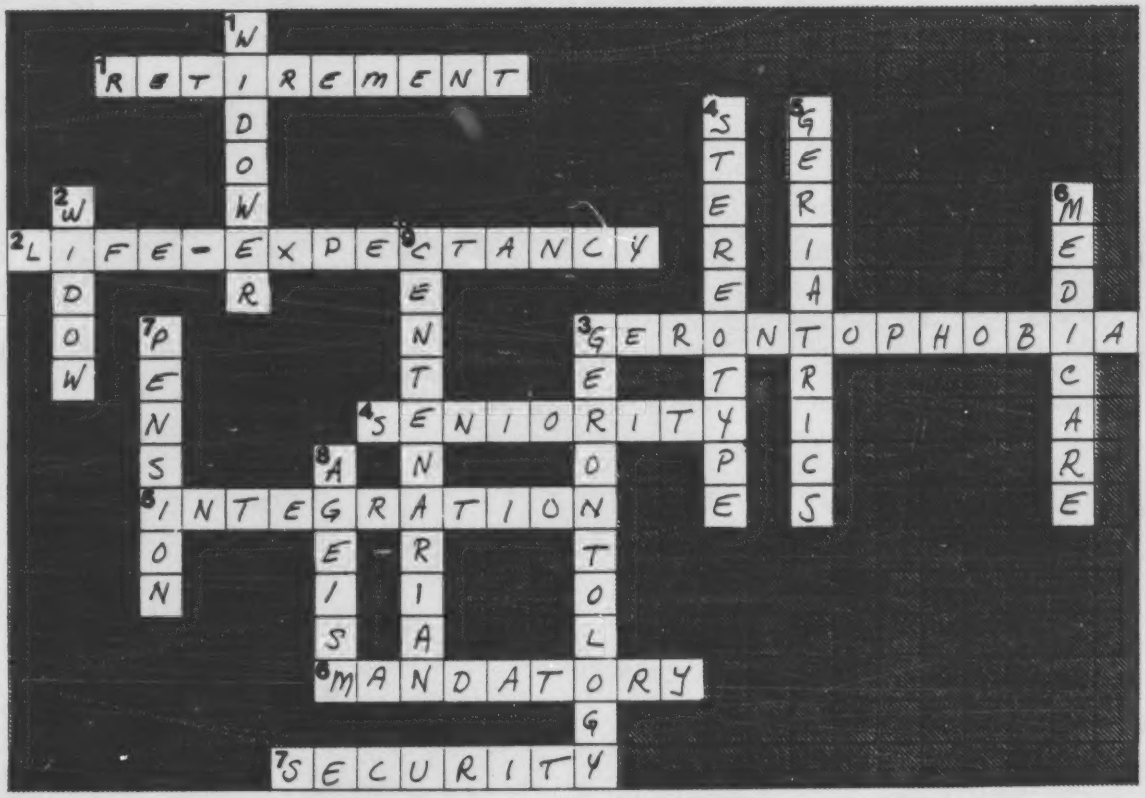
## Key to Crossword Puzzle

STUDENT NAME _____ DATE _____

DIRECTIONS: Using the 15 words from the vocabulary lesson complete the crossword puzzle below

DATE DUE _____




WORDS DOWN:

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3. studying the elderly
4. the character in a movie may be one
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6. federal health insurance for the aged
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8. discrimination against age
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2. how long we live, or hope to
3. fear of growing old
4. advantageous position, especially on the job
5. uniting of diverse elements
6. at 65, retirement may be this
7. Social _____

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## Vocabulary Sentences

STUDENT NAME_____ DATE_____

DIRECTIONS: Copy the following sentences, replacing the underlined phrases with one of the words (or a form of the word) from this week's spelling list. Use each word only once and write your answers on the lines.

1. The man whose wife has died cashed his check from a government program to provide retirement income.

_____

_____

2. Some young people have a fear of growing old.

_____

3. The doctor who specialized in the branch of medicine which deals with old age saved the life of the person aged one hundred.

_____

_____

4. Many people who discriminate against the elderly believe in prejudiced views which fail to take into account individual differences.

_____

5. Her average age to which a person in a particular group can expect to live is older than his.

_____

6. The corporation had a policy of forced retirement due to age.

_____

7. The woman whose husband has died had certain privileges reserved for those who are older over the other workers in her department.

_____

_____

TEACHING AND LEARNING ABOUT AGING
CONANT SCHOOL, ACTON, MA 01720

8. I especially enjoyed the club meetings because they brought together young and old people.

_____

_____

_____

9. The payments from a government program of medical insurance for the elderly helped pay the expenses she could not afford living on her retirement income paid by an employer.

_____

_____

## Key to Vocabulary Sentences

STUDENT NAME_____ DATE_____

DIRECTIONS: Copy the following sentences, replacing the underlined phrases with one of the words (or a form of the word) from this week's spelling list. Use each word only once and write your answers on the lines.

1. The man whose wife has died cashed his check from a government program to provide retirement income.

   The widower cashed his check from Social Security.

2. Some young people have a fear of growing old.

   Some young people have gerontophobia.

3. The doctor who specialized in the branch of medicine which deals with old age saved the life of the person aged one hundred.

   The doctor who specialized in geriatrics saved the life of the centenarian.

4. Many people who discriminate against the elderly believe in prejudiced views which fail to take into account individual differences.

   Many ageists believe in stereotypes.

5. Her average age to which a person in a particular group can expect to live is older than his.

   Her life expectancy is older than his.

6. The corporation had a policy of forced retirement due to age.

   The corporation had a policy of mandatory retirement.

7. The woman whose husband has died had certain privileges reserved for those who are older over the other workers in her department.

   The widow had seniority over the other workers in her department.

8. I especially enjoyed the club meetings because they brought together young and old people.

I especially enjoyed the club meetings because they integrated young and old.

9. The payments from a government program of medical insurance for the elderly helped pay the expenses she could not afford living on her retirement income paid by an employer.

The payments from Medicare helped pay the expenses she could not afford living on her pension.

## Word Search

STUDENT NAME_____ DATE_____

DIRECTIONS: The fifteen words from this week's spelling list are hidden in the word search puzzle below. Can you find them? They may be up, down, across, diagonal or backwards.

DATE DUE _____

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | E | P | A | T | S | Y | T | C | C | H | A | N |
| T | X | P | N | S | I | O | N | E | E | C | G | G |
| J | F | D | X | U | Q | U | E | J | N | Y | E | F |
| I | V | L | S | A | P | E | M | W | T | C | R | Y |
| N | I | S | W | T | E | T | E | I | E | N | O | E |
| T | H | O | I | N | N | A | R | D | N | A | N | P |
| E | R | C | D | S | S | O | I | O | A | T | T | Y |
| G | B | I | O | S | I | R | T | W | R | C | O | T |
| R | E | A | W | N | O | V | E | S | I | E | L | O |
| A | L | L | E | N | N | T | R | X | A | P | O | E |
| T | D | S | R | B | A | N | Y | E | N | X | G | R |
| I | M | E | D | I | C | A | R | E | D | E | Y | E |
| O | S | C | A | R | D | E | O | Z | U | E | H | T |
| N | I | U | D | A | T | G | T | O | V | F | A | S |
| B | E | R | X | W | K | O | A | F | G | I | H | D |
| A | G | I | S | R | N | L | D | N | M | L | A | B |
| V | A | T | I | Y | R | Q | N | R | E | T | O | C |
| W | R | Y | G | E | R | I | A | T | R | I | C | S |
| W | N | E | R | R | U | C | M | S | E | G | A | K |
| A | I | B | O | H | P | O | T | N | O | R | E | G |

WORD REMINDERS:

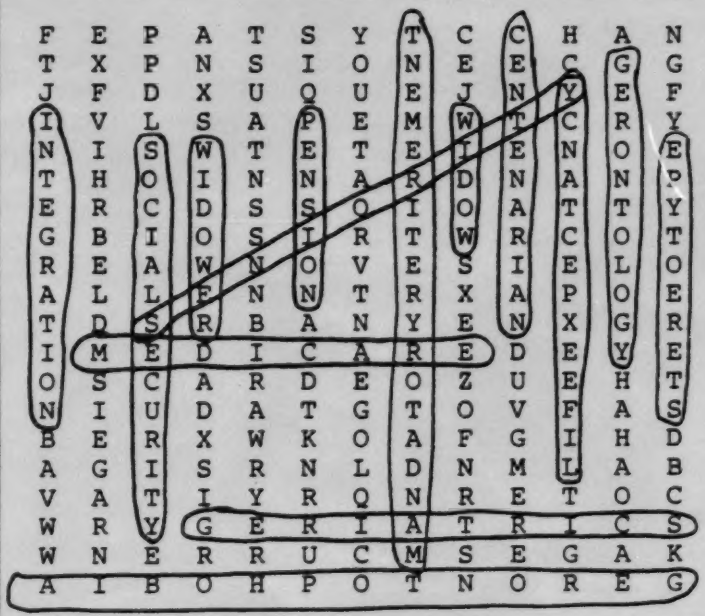
gerontology
geriatrics
life expectancy
centenarian
seniority
Social Security
Medicare
pension
mandatory retirement
ageism
stereotype
integration
widow
widower
gerontophobia

## Key to Word Search

STUDENT NAME _____ DATE _____

DIRECTIONS: The fifteen words from this week's spelling list are hidden in the word search puzzle below. Can you find them? They may be up, down, across, diagonal or backwards.

DATE DUE _____



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ageism
stereotype
integration
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widower
gerontophobia

TEACHING AND LEARNING ABOUT AGING
CONANT SCHOOL. ACTON, MA 01720

Overview: The two activities below will help students bring their study of aging alive by providing opportunities for them to ask questions of old people they know or speakers you may invite to the classroom.

You will have to invite a good speaker to the class for part of these activities. Look for an older person who might serve as a town official or administrator for elder projects - perhaps the director of the senior housing project, drop-in center, or Council on Aging. You might also try the local chapter of the Association of Retired Persons, foster grandparents, or retired senior volunteer program. Tell your prospective speaker that you would like your students to learn about the problems of aging and how the community helps with these problems.

Materials: Worksheet II-10: An Interview
Paper and pencils
Cassette tape and player
Paper , glue and miscellaneous art materials

Teaching Time: Three class periods.

## Asking Questions: An Interview

1. Review with the students the characteristics of older people whom you have already studied as part of this unit. While you want students to retain the generalization that people can be very different in any age group, ask them to recall some of the common characteristics, activities and problems they have studied.

2. Distribute Worksheet II-10: An Interview. Review each item with the class. Explain that students should conduct an interview with an older person they know -- a grandparent, neighbor or family friend. Encourage them to think of additional questions that might be interesting to ask.

## Classroom Speakers

1. Have a variety of materials on hand and have students prepare a small booklet about the person they interviewed. These may be two sheets of paper, folded and stapled together at the fold. Ask students to draw pictures of the person, the person's home, job or other activities. On one of the pages they should record some of the information they gleaned from their interview including simple sentences describing what they learned.

2. Tell the class that a speaker will be coming in a few days to discuss community resources for the elderly. Inform the students

they will have to take notes, remembering the who, when, where, what and why of journalism.

## News Reports

1. Introduce the visitor to the students. Remind them that they should take notes. After the speaker has made his/her presentation allow time for student questions.

2. Set a due date for the news article assignment.

## An Interview

STUDENT NAME:_____ DATE_____

DATE DUE:_____

NAME OF PERSON I INTERVIEWED:_____

HOW OLD ARE YOU?

WHERE DO YOU LIVE?

DO YOU LIVE WITH ANYONE ELSE?

DID YOU ALWAYS LIVE HERE? WHERE ELSE?

WHAT KINDS OF JOBS OR WORK HAVE YOU DONE?

ARE YOU RETIRED?

WHAT DO YOU DO ALL DAY?

DO YOU THINK EVERYONE SHOULD RETIRE AT 65?

WHAT DO YOU THINK THE COMMUNITY SHOULD DO TO MAKE THIS A BETTER PLACE TO LIVE?

WOULD YOU LIKE TO BE YOUNG AGAIN? WHY OR WHY NOT?

# III. Demographics of an Aging Population

## Introduction

This sequence of activities asks students to use graphing and data collecting to take a closer look at the population of the United States by age and sex. They will be asked to read and construct graphs and also to interpret them for trends and implications.

These activities are especially suited to grades 5 - 8 and may be easily adapted to high school studies.

# Outline

| OVERVIEW | OBJECTIVES | LEARNING ACTIVITIES | TIME |
|---|---|---|---|
| Demographics of Aging<br><br>Looks at the pattern of aging in the population and implications for society | As a result of these activities, students will be able to:<br><br>read and interpret data from graphs<br><br>compare data from graphs<br><br>construct different types of graphs<br><br>discuss the implications of population shifts | 1. Census Data: Age and Sex Distribution (1960)<br><br>2. Census Data: A Generation of Change (1975)<br><br>3. Census Data: Projecting to the Future<br><br>4. Comparisons and Generalizations: A Discussion | One class period<br><br>One class period<br><br>One class period<br><br>One class period |

Overview: This sequence of lessons helps students interpret and construct double line graphs dealing with distribution of the U. S. population by age and sex in the years 1960, 1980 and 2000.

Materials: Worksheet III-1: Population Anaylsis - 1960
Worksheet III-2: Comparing Population - 1960 and 1980
Worksheet III-3: Population in the Year 2000
Graph paper, pencils and rulers
Overhead projector
All graphs made into transparencies (5)

Teaching Time: Four or Five class periods

# Census Data: Age and Sex Distribution, 1960

NOTE: *Students should already have some familiarity with line graphs, decimals to the hundredth place and percentages. This is not intended as an introductory unit to these skills.*

1. Explain to students that during the next few days they will be examining some statistics about the population of the United States. Today they will be working with a graph giving some information about the ages of males and females in 1960. Tomorrow they will look at a similar graph for the year 1980, when they were about _____years old. Finally they will find out what things might be like in the year 2000 when most of them will be about _____years old. As they go along you are going to ask them to compare the graphs and attempt to spot some trends.

2. Some students may recall the 1980 census. Ask the students to name some of the information that is collected by the Bureau of Census. Be sure students mention age and sex.

3. Explain that once all the data is collected, the Census Bureau can find out the percentage of the people that fall into a certain category. For example, the population of America in 1960 was 179,323,175. Written as a fraction, this figure becomes the denominator. At that time, the number of boys under the age of five was 10,311,083. This number becomes the numerator of the fraction. By dividing, this fraction can be translated into a percentage which tells us what proportion of the people were boys under five years of age. (Demonstrate on chalk board)

4. Project the transparency of the graph "Age Distribution of U. S. Males in 1960" and ask several students to read off some of the information from the graph to ensure that they understand it. Do the same with the transparency of "Age Distribution of U. S. Females in 1960."

5. Now, superimpose these two transparencies, so that together they create a double line graph. As before, ask some questions concerning the statistics and the differences between them so that students become familiar with the graph.

6. When you feel that all or most of the students have grasped the concept of a double line graph, distribute Worksheet III-1: Population Analysis - 1960. and the graph which accompanies it. After students have finished answering the questions, collect their papers and grade them.

## Census Data: A Generation of Change, 1980

1. Return the corrected worksheets from the previous day. Using the transparency of the 1960 graph, review the answers together, giving help as needed.

2. Call attention to the valley created by the 20 to 29 year olds. Ask the class during what years these persons were born (1931-1940) and see if any student is aware of the name often associated to this time period. Briefly discuss the Great Depression and why it affected the birth rate the way it did.

2. In a similar manner, discuss the way in which the post-war "baby boom" is reflected in the large proportion of 0 - 14 year olds.

4. Project the transparency for 1980. Explain that they will be asked to answer some questions similar to the ones they had for 1960. If necessary, give the class a few examples. In addition they will be asked to make some comparisons between the two graphs. For example:

   How much greater is the percentage of women 20 to 24 in 1980 than in 1960?

   Did the percentage of men and women aged 35 - 39 increase or decrease from 1960 to 1980? By how much?

5. When you feel that all or most of the students are ready, distribute Worksheet III-2: Comparing Population - 1960 and 1980, and the graph that accompanies it. After students have finished, collect papers and grade them.

## Follow-Up Discussion

1. Return the corrected papers and use the transparency for 1980, review the answers, giving help as needed.

2. Ask the class how old someone in the 0 - 4 group in 1960 would have been in 1980. Then superimpose the transparency of 1960 0 - 4 age group with the 1980 15 - 19 group. In this manner it can more easily be seen how the bulges "travel across" the graph.

3. Explain that today students will be making their own double line graphs of predictions about the population for the year 2000. Discuss the factors that influence such a forecast (birth and death rates, migration, increasing life expectancy and future possibilities that would alter it (cure for cancer, world famine). Distribute Worksheet III-3: Population in the Year 2000, and review the top half with the class. After answering questions, give students time to construct their graphs. Collect them and grade them.

## Census Data: Projections to the Year 2000

1. Project the transparency of the completed graph for the year 2000. Discuss any problems which the students encountered in constructing theirs.

2. Using all three graphs (1960, 1980, and 2000) ask the students to calculate the combined percentages of males and females under 20 and those of 65 and over for each of the three years. These figures are as follows:

| | 1960 | 1980 | 2000 |
|---|---|---|---|
| under 20 | 38.50% | 32.00% | 30.50% |
| 65 and over | 9.20% | 11.30% | 13.75% |

NOTE: By the year 2035, the Census Bureau projects that 18.3% of the population will be 65 or older.

3. Discuss the possible effects that this trend will have on our society, including the following:

   a. Less government spending for education and increased spending on projects for the elderly.

   b. Less emphasis on "youth culture."

   c. The possible overloading of the Social Security system.

   d. Greater emphasis on leisure activities for older persons and less emphasis on strenuous contact sports.

   e. Increased funding for medical research, especially in the field of chronic or geriatric illnesses.

## Population Analysis, 1960

STUDENT NAME _____ Date_____

DIRECTIONS: Use the graph "Age and Sex Distribution of the U.S. Population in 1960" to answer the following questions.

1. What percentage of the population are women aged 25-29?_____
2. What percentage are men aged 45-49?_____
3. How much greater is the percentage of women aged 40-44 than of men the same age?_____
4. How much greater is the percentage of girls age 10-14 than of boys the same age?_____
5. How much greater is the percentage of boys aged 10-14 than of men age 20-24?_____
6. How much greater is the percentage of women aged 40-44 than of women aged 60-64?_____
7. In which age groups (males and females combined) is the percentage greater than the one before it?_____
8. For what age groups are the percentages of males and of females the same?_____
9. What age group of either sex represents the smallest percentage of the total population?_____
10. What age group of either sex represents the largest percentage of the total population?_____
11. What is the total percentage of men and women age 75 or more?
12. Between what years would the people who were 20-24 in 1960 have been born? _____

## Comparing Population, 1960 and 1980

STUDENT NAME _____ DATE_____

DIRECTIONS: Use the 1980 graph to answer questions one through four. Use the 1960 and 1980 graphs to answer the remaining questions.

1. For which age groups were there more males than females in 1975?_____

2. For which age groups were there more females than males? ____ _____

3. For which age group is the percentage difference between males and females the greatest?_____ What is the percentage difference?_____

4. What three age groups have identical percentages of females: _____

5. In 1960 which age group (both sexes combined) represents the largest percentage of the total population?_____ What is this percentage?_____

6. In 1975 which age group (both sexes combined) represents the smallest percentage of the total population?_____ What is this percentage? _____

7. Which age group had exactly the same percentages of males and females combined in 1960 and 1975? _____

8. Has the percentage of women 20-24 increased or decreased from 1960 to 1975? _____ By how much?_____

9. In 1960 what was the total percentage of men and women 65 and older?_____

10. In 1975 what was the total percentage of men and women 65 and older? _____

11. By how many percentage points has this segment of the population increased since 1960?_____

## Data for Age and Sex Distribution, 2000

STUDENT NAME_____ DATE_____

DIRECTIONS: Today you are going to construct a double line graph showing what the population of the United States will be like in the year 2000. You should use the two other graphs we have studied as models to help you organize your own graph, but you do not need to copy them exactly. Here are some hints:

Every graph should have a title.

Be sure to label each axis line.

Remember to include a key so everyone will know what you mean.

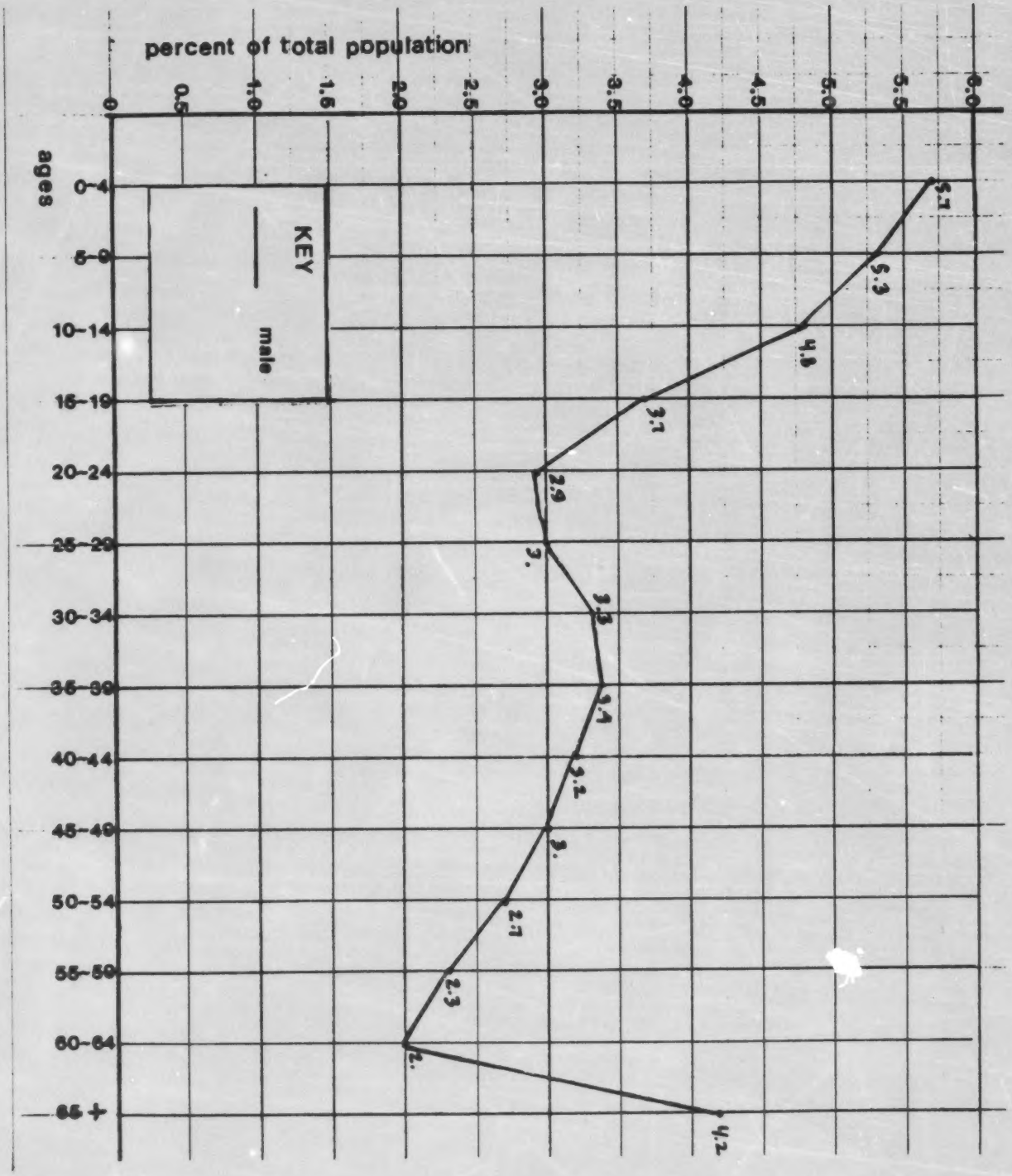
Don't try to draw the lines freehand; use a ruler.

Be sure to write your name on the graph.

Here is the information you will need to construct your graph:

| Age Groups | %Female | %Male |
|---|---|---|
| 0-4 years | 3.50 | 3.50 |
| 5-9 | 3.75 | 3.75 |
| 10-14 | 4.00 | 4.00 |
| 15-19 | 4.00 | 4.00 |
| 20-24 | 3.50 | 3.50 |
| 25-29 | 3.25 | 3.25 |
| 30-34 | 3.75 | 3.50 |
| 35-39 | 4.00 | 4.00 |
| 40-44 | 4.25 | 4.00 |
| 45-49 | 3.50 | 3.50 |
| 50-54 | 3.25 | 3.25 |
| 55-59 | 2.50 | 2.25 |
| 60-64 | 2.00 | 1.75 |
| 65-69 | 1.75 | 1.50 |
| 70-74 | 1.50 | 1.25 |
| 75 over | 5.00 | 2.75 |

## Age Distribution of Males in 1960, U.S.A.

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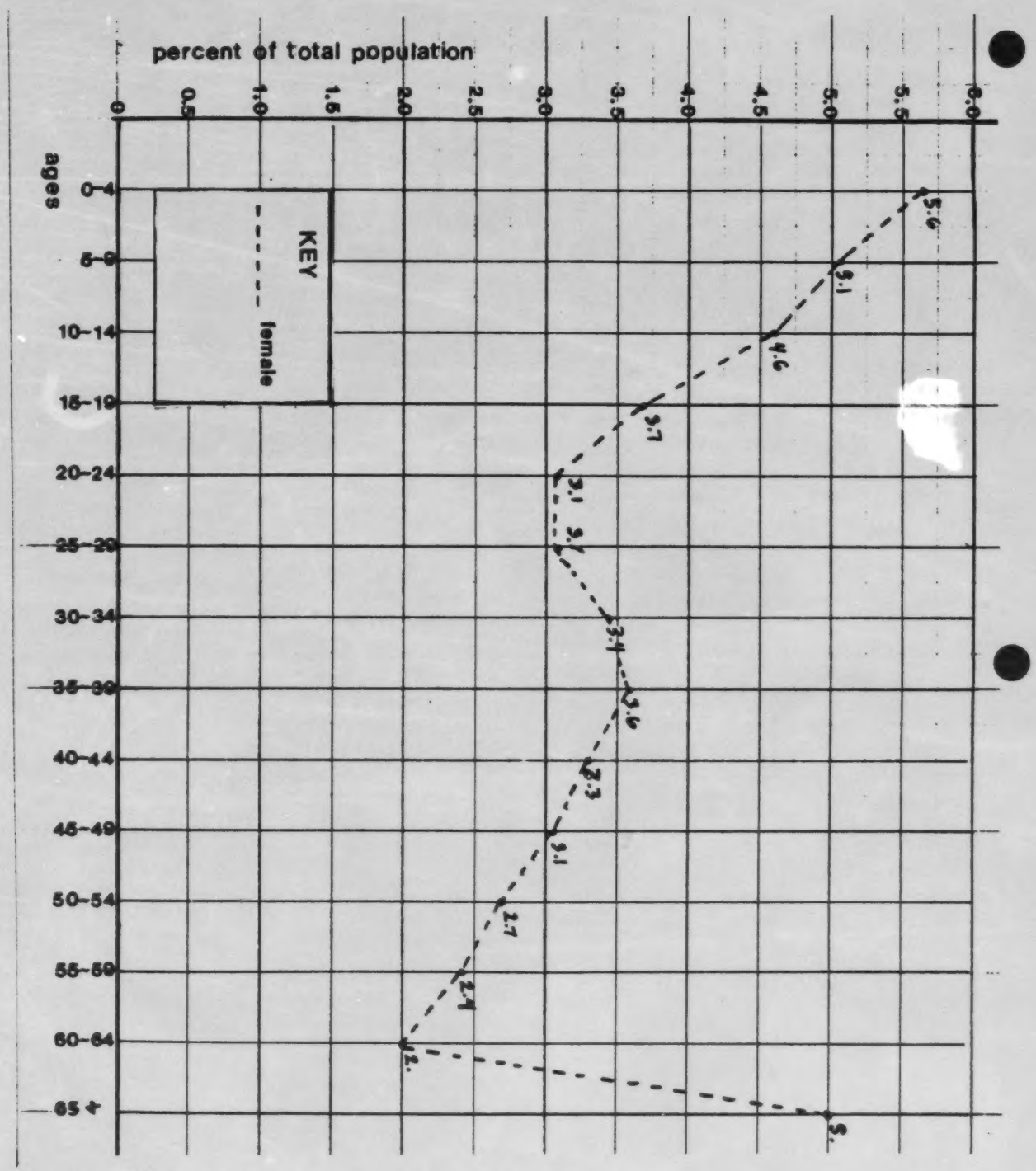
## Age Distribution of Females in 1960, U.S.A.




TEACHING AND LEARNING ABOUT AGING

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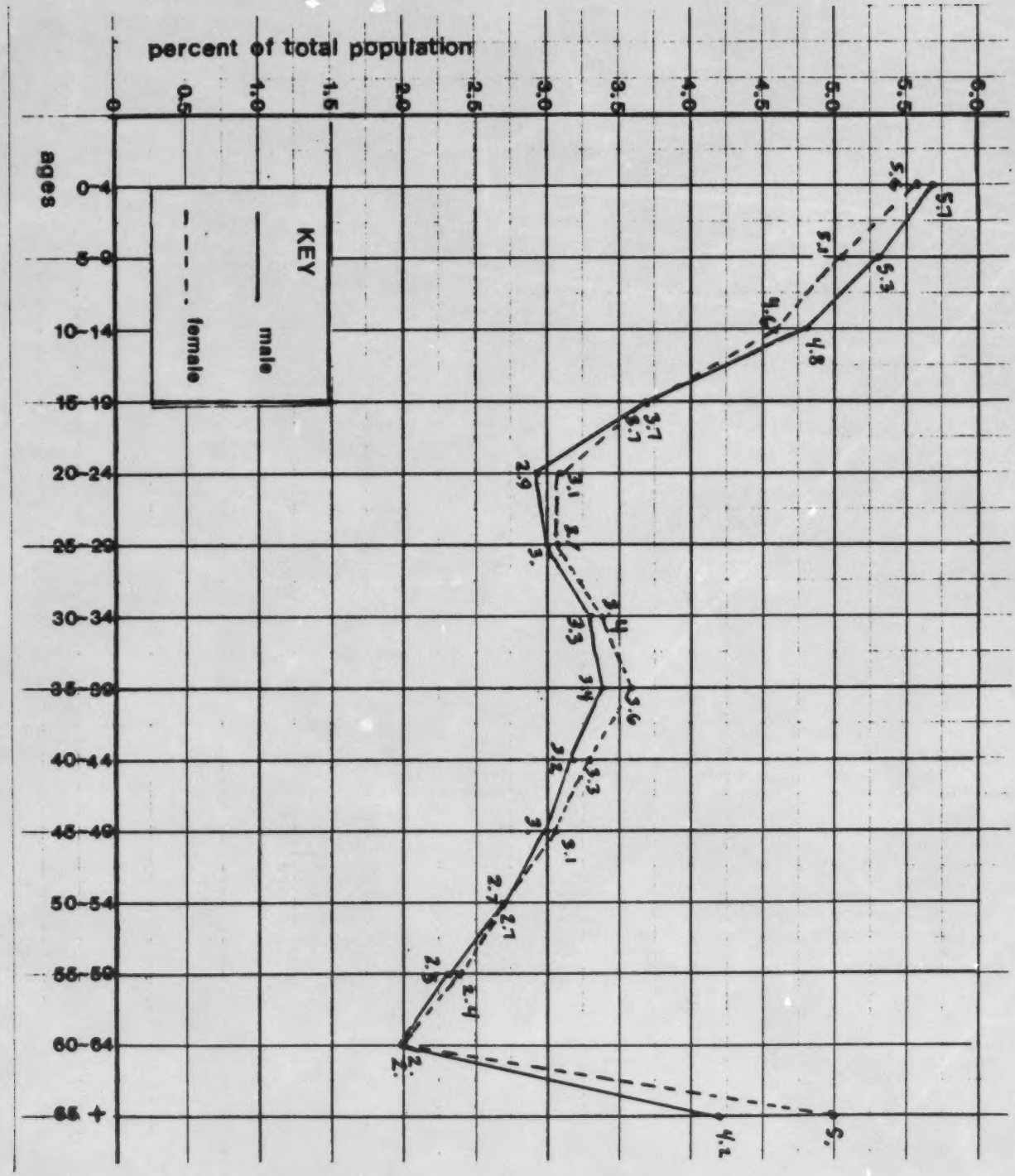
## Age and Sex Distribution, 1960

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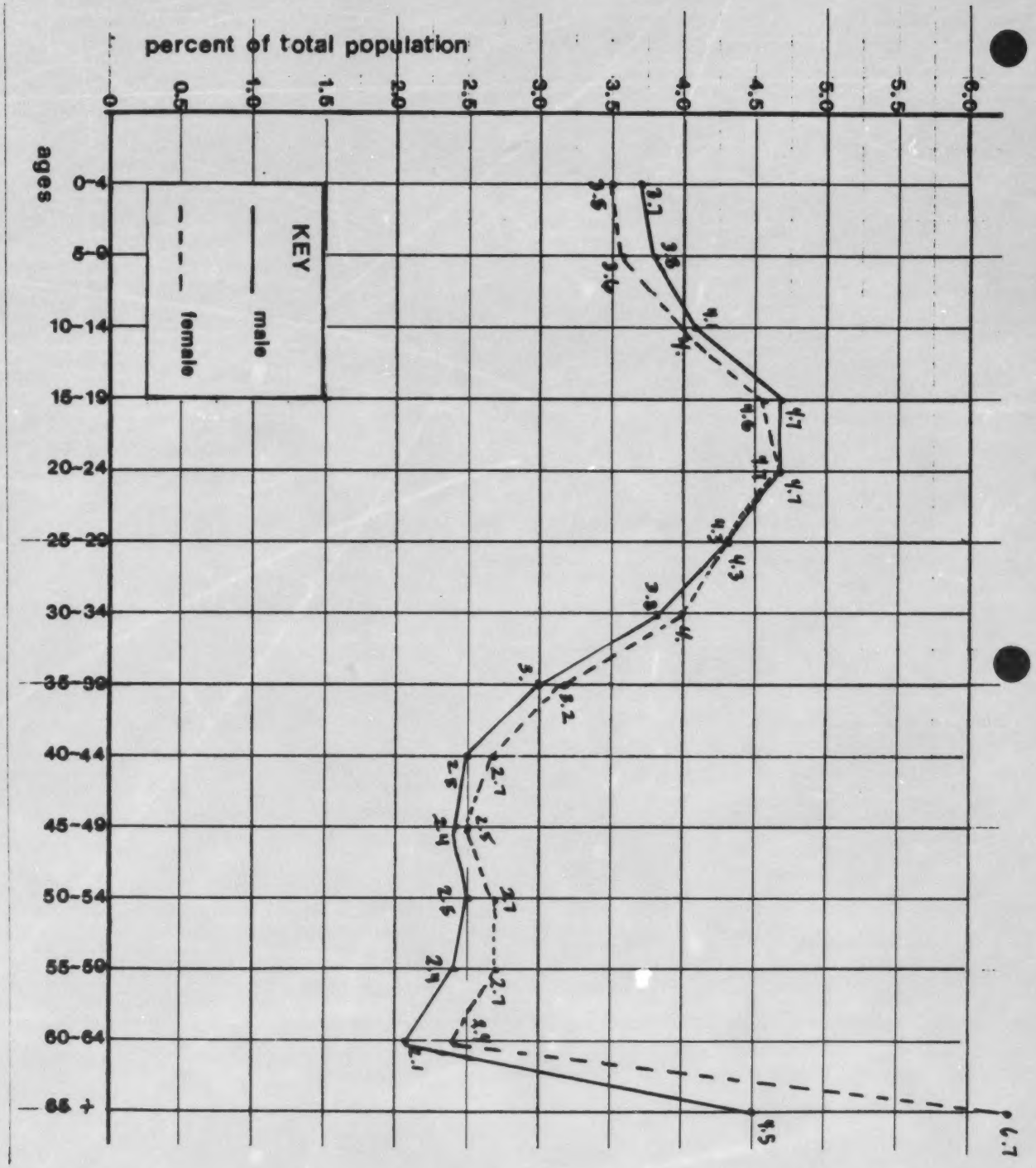
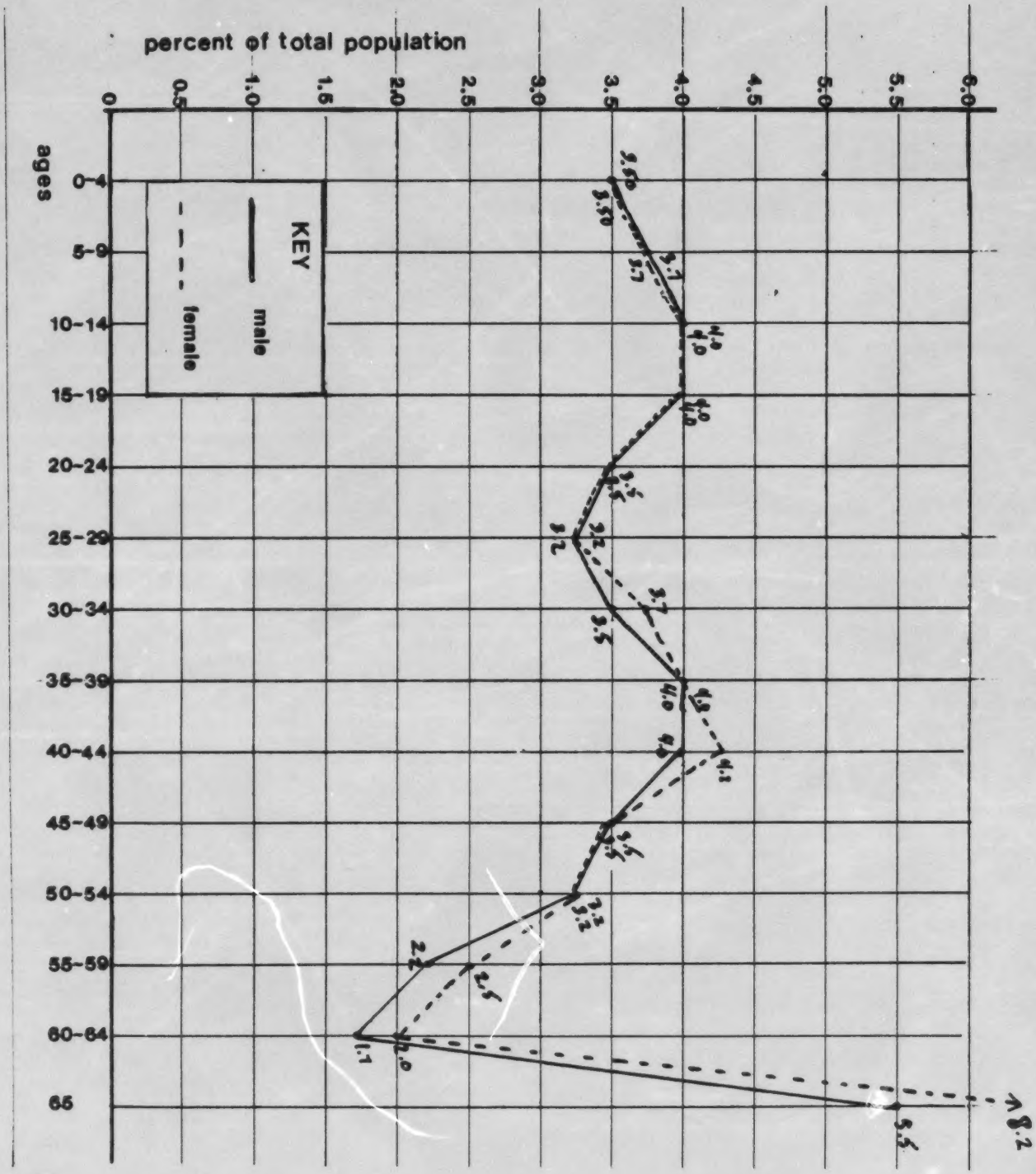
## Age and Sex Distribution, 1980



## Age and Sex Distribution, 2000




TEACHING AND LEARNING ABOUT AGING

CONANT SCHOOL, ACTON, MA 01720

# IV. Economics of a Limited Income

## Introduction

This sequence of activities is suitable for grades 4 - 8, and with some modification for grade 3.

Students are asked to write a profile of "Mrs. Cross" — a hypothetical retiree — based only on what they will learn about her economic situation. They will examine her income and expenses and make an effort to balance the budget. These activities ask students to evaluate the quality of an older person's life style and to make decisions about how to improve it within financial limitations.

These activities can provide a starting place for many ancillary studies. The history of Social Security can be introduced, nutritional studies can be explored and compulsory retirement can be examined by linking them to Mrs. Cross.

# Outline

| OVERVIEW | OBJECTIVES | LEARNING ACTIVITIES | TIME |
|---|---|---|---|
| Economics of a Limited Income<br><br>Explores life style by looking at economics; health, nutrition, recreation. Other areas are also examined as part of a total picture | As a result of these activities students will be able to:<br><br>- do simple math calculations related to ordinary life situations<br><br>- compare income to expenses<br><br>- make decisions about priorities effecting the life of an elderly person<br><br>- generalize about life styles of the aging | 1. Income of Mrs. Cross<br>2. Profile of Mrs. Cross<br>3. Mrs. Cross Goes Shopping<br>4. Expenses of Mrs. Cross<br>5. Mrs. Cross's Balance Sheet: A Discussion | One class period<br>One class period<br>One class period<br>One class period<br>One class period |

Overview: Through earlier activities, students have developed clear concepts about different age groups, the physical characteristics of old age, and information about population shifts. They have also had opportunities for interaction with old people in their own families and in the community. In this sequence of activities, students will examine the lifestyle of a hypothetical individual, largely by looking at the economics of daily life for a person on a limited income.

Materials: Worksheet IV-1: Income of Mrs. Cross
Worksheet IV-2: Profile of Mrs. Cross
Worksheet IV-3: Mrs. Cross Goes Shopping
Worksheet IV-4: Expenses of Mrs. Cross
Pencils and paper

Estimated Teaching Time: Five class periods

## Profile & Income of Mrs. Cross

1. Distribute Worksheet IV-1: Income of Mrs. Cross. Explain to students that you will not only be studying the financial situation of the hypothetical Mrs. Cross, but you will be examining her life style and trying to construct a better picture of her life as a whole. Look down the list of income items and discuss them with students.

2. Distribute Worksheet IV-2: Profile of Mrs. Cross. Ask students to compose a few paragraphs about Mrs. Cross based only on what they know about her income. They may begin to add details about her, such as age, birthplace, family, and interests, based on the information on the income worksheet. Do these paragraphs in class. Collect, review and save for additions later.

3. Assign the income worksheet math problems as homework.

## Mrs. Cross Goes Shopping

1. Review the income worksheet in class. Let students correct any errors in calculations. Survey students for their reactions to the income categories and totals.

2. Distribute Worksheet IV-3: Mrs Cross Goes Shopping. Review each item with students so that they have a good idea of the possibilities in each group of foods. If time allows, students may begin to fill in the shopping list column. Assign the shopping list as homework. Students may actually survey prices at the supermarket, make estimates, or discuss the prices with parents who may know some average costs better than students. Allow one or two days to complete the list.

## Follow-Up Discussion

1. When students have completed their shopping list worksheets distribute their already completed profile worksheets. On the back of the profile worksheet ask them to make a simple chart like this:

| | Sun. | Mon. | Tues. | Wed. | Thurs. | Fri. | Sat. |
|---|---|---|---|---|---|---|---|
| A.M. | | | | | | | |
| Noon | | | | | | | |
| P.M. | | | | | | | |
| Snack | | | | | | | |

2. Working from their shopping list worksheet, ask students to complete a weekly menu plan for Mrs. Cross. Do this in class. When students have finished, discuss some of the menu choices. Was the shopping list adequate for an entire week? Was there sufficient variety? Were there things on the shopping list that were not used? Allow time for students to revise their shopping lists if they need to. Collect, review and save profile sheets for further use.

3. Optional: The next activity asks students to calculate Mrs. Cross's expenses to compare to income. One expense item is based on the shopping list. Since each student may have a different food total, the expense lists and subsequent balance sheets will be very individual as well. You may want to take a class average of the grocery shopping lists to use on the expense sheet, so each student will have the same calculations, but this is optional. Calculate the average shopping list before you close the discussion for the day, and use the average food bill for the expense sheet which follows.

## Expenses of Mrs. Cross

1. Distribute Worksheet IV-4: Expenses of Mrs. Cross. Look down the list of expense items and discuss them with students.

2. Distribute the profile worksheets already in progress and ask students to compose a few paragraphs about Mrs. Cross based now on what they know about her expenses. They may need to

revise their ideas now that they know more about her. They should be able to imagine more details about her family, her interests, and her lifestyle. Collect, review and save for final activity.

3. Assign the expense worksheet math problems as homework.

## Mrs. Cross's Balance Sheet: A Discussion

1. Review the expense worksheet in class. Let students correct any errors in calculations. Survey students for their reactions to the income catergories and totals.

2. Distribute, for the final time, the profile worksheets already in progress. Ask students to complete the section at the bottom. The questions may also be used for discussion. Collect, review and grade, as appropriate, all worksheets.

## Income of Mrs. Cross

STUDENT NAME_____ DATE_____

DIRECTIONS: Itemized below are all the monies received by Mrs. Cross in the course of a year. Do the calculations to discover what her annual earnings are.

Each month Mrs. Cross receives $260.00 from Social Security. How much does she receive each year?

$260.00 x 12 months = ? _____ Social Security

Every other month Mrs. X receives $30.00 for working as clerk to a local town board. How much does she receive each year?

$30.00 x 6 months = ? _____ clerk's pay

Every September she receives $100.00, her winnings from a lottery ticket purchased a few years ago. She also receives $50.00 each spring for teaching a class in flower arranging.

$100.00 + $50.00 = ? _____ teaching and lottery

For 16 weeks each summer Mrs. Cross is the substitute librarian at the public library. She works 12 hours per week and gets $2.40 per hour.

$2.40 per hour x 12 hours x 16 weeks = ? _____ library pay

At Thanksgiving and Christmas Mrs. Cross makes fruit cakes which she sells to friends and neighbors. She made 18 cakes and sold them for $3.50 each. She had expenses of $16.80 to buy supplies. How much did she make selling fruitcakes?

18 cakes x $3.50 -16.80 = ? _____ cakes

GRAND TOTAL OF MRS. CROSS INCOME _____ TOTAL
(Add all income lines.)

## Profile of Mrs. Cross

STUDENT NAME_____ DATE_____

DIRECTIONS: We will be using this worksheet from time to time as we study Mrs. Cross. Complete each section as requested.

1. After looking at Mrs. Cross's income, write a few paragraphs that describe her. Use your imagination to supply details, such as age, physical description, activities, family life, etc.

2. After looking at Mrs. Cross's expenses, write a few paragraphs that describe her. Is she different or similar to what you already described in question 1? Use your imagination to supply details about her background, family, home or friends.

## Mrs. Cross's Balance Sheet

3. Mrs. Cross had a yearly income of $_____.

   Mrs. Cross had yearly expenses of $_____.

   Which one is greater?_____

   Will Mrs. Cross have money left over? How much?_____.
   What will she do with it?

Will Mrs. Cross be short of money? How short?_____.
How will she be able to pay for her expenses? What can she do to balance income to expenses? Are there things she must do without?

## Mrs. Cross Goes Shopping

STUDENT NAME_____ DATE_____

DIRECTIONS: Make a shopping list for Mrs. X. Show exactly what she bought in a typical week. She must buy something in each major food group shown here.

| FOOD GROUP | WHAT MRS. CROSS WILL BUY: | HOW MUCH WILL SHE BUY: | COST OF EACH ITEM |
|---|---|---|---|
| FRUIT - canned, frozen, juice, or fresh. | | | |
| VEGETABLES - canned, fresh, frozen, soup or juice | | | |
| MEAT/FISH - fresh, frozen, canned | | | |
| DAIRY - milk, cream, butter, eggs, yogurt, cottage cheese, cheese, etc. | | | |
| GRAINS - bread, rice, macaroni, pastries, cookies, peanut butter, beans, flour, mixes, etc. | | | |
| BEVERAGES - coffee, tea, soft drinks, etc. | | | |
| MISCELLANEOUS FOODS - jam, sugar, salad dressing, herbs, oil, candy, etc. | | | |
| NON-FOOD - toothpaste, aspirin, soap, paper products, cigarettes, pet food, etc. | | | |

TOTAL FOOD BILL $_____ WEEK

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IV-3

## Expenses of Mrs. Cross

STUDENT NAME_____ DATE_____

DIRECTIONS: Every year Mrs. X has many expenses. Itemized below are most of them. Do the addition or multiplication to discover what her yearly totals are.

RENT: Each month Mrs. Cross pays $85.00 for the rent of an efficiency apartment in a cooperative home for the elderly. How much does she pay each year?

12 months x $85.00 = ? _____ rent

FOOD: Each week Mrs. Cross pays $_____(use shopping list) for groceries. How much does she pay for food each year?

$_____ x 52 weeks = ? _____ food

HEAT: For five months each year Mrs. Cross pays for her heat. This is about $80.00 per month in winter. How much does she pay each year?

5 months x $80.00 = ? _____ heat

TELEPHONE: Each month Mrs. X pays about $20.00 for her telephone. This includes a few toll calls. How much does she pay each year?

12 months x $20.00 = ? _____ telephone

CLOTHING: Each spring and fall Mrs. Cross checks her wardrobe and replaces worn out shoes, jackets and other garments. She allows about $25.00 to buy new items. She also spends about $4.00 each week to do the laundry.

$25.00 x 2 seasons = ? _____ new clothing
$ 4.00 x 52 weeks = ? _____ laundry

TRANSPORTATION: Each week Mrs. Cross pays $1.00 to the Elderbus as a donation for the times she uses it.

$1.00 x 52 weeks = ? _____ transportation

MEDICAL: Mrs. Cross gets a complete health checkup each year, which costs only $15.00 because her insurance pays the rest. She also uses a non-prescription cream for her dry skin condition which costs about $8.00 each month.

$15.00 x one checkup = ? _____ checkup
$ 8.00 x 12 months = ? _____ medicine

RECREATION: Mrs. Cross pays $30.00 annual dues to the Y. She plays bingo once a month which costs $3.50. She subscribes to a local newspaper for $5.20 each month.

$30.00 x 1 membership = ? _____ Y membership
$ 3.50 x 12 months = ? _____ bingo
$ 5.20 x 12 months = ? _____ newspaper

GIFTS: Mrs. Cross buys presents only for her grandchildren. There are six of them. She allows $10.00 for each birthday and $5.00 for Christmas. She also likes to send cards to other friends and relatives and she buys 2 boxes each year from a catalog.

6 children x $10.00 = ? _____ birthdays
6 children x $ 5.00 = ? _____ Christmas
2 boxes cards x $2.75 = ? _____ cards

OTHER: Mrs. Cross buys a dog license each year which costs $15.00 and she has a checkup and rabies shot for her dog which is $18.00 each year.

$15.00 + $18.00 = ? _____ dog

Mrs. Cross belongs to a church and she makes a weekly pledge of $1.00

$1.00 x 52 = ? _____ church

Mrs. Cross mails about 10 letters a month. Stamps cost $.20. She also mails some packages and allows about $10.00 each year for this.

10 letters x .20 x 12 months = _____ letters
$10.00 x 1 = ? _____ packages

Total of expenses on page 1 _____

Total of expenses this page _____

Grand Total of all expenses _____ per year

What are some other expenses that Mrs. Cross may have that are not noted here? Are there some unforeseen expenses she might be surprised with some day?

# V. Generations of Change

## Introduction

Before you begin Section V, let us review what students have already done. Depending on the activities you selected from parts I-IV, students have 1) considered how youth relates to old age, physically and in daily life, 2) had one or more positive interactions with old people in the classroom, 3) examined the broadest context for aging, namely, in the population at large and 4) explored the life style of a person on a limited income.

This section returns, for a moment, to the child and his or her own family. It seeks to strengthen the students' understanding of continuity and change over time by focusing on family history. The activities are suitable for grades 4 - 8; with some modification they can be used for grade 3 or high school.

Like other activities in this curriculum, there are built-in links to other classroom goals. Since many of your students probably have grandparents or great grandparents born in foreign countries, these activities can be used in relation to immigration history. The time-line chart can be used to help students place many historical trends and events into a more personal context. You can also develop life cycle studies and math skills by looking at family birth, death and marriage dates.

A SPECIAL NOTE ABOUT FAMILY STUDIES

Some students and parents may be uneasy about your efforts to introduce family history and genealogy into the classroom. Because many families today are headed by single parents or unmarried women, children may be shy about sharing that information with their peers. Furthermore adopted and foster children may not know how to handle requests for specific information about mothers and fathers.

The opening activity tries to ease into potential problem areas by establishing a broad definition of family, one which encompasses many models. These ideas may also help you to handle special cases with tact and sensitivity:

Write a brief letter to parents asking for their assistance. Explain that all student work is for personal use and will be shared only briefly with the teacher.

Tell students that they will be able to keep all the charts in a special envelope for their personal use only.

Explain that many families don't have all the information at hand and students should report only on the people they can find out about.

If some students tell you they have no family relations, ask them to use the family of a guardian or social worker. You may also arrange to have them "borrow" a family for the activities. Ask a teacher, school employee or scout leader to help by sharing their family with the student.

## Outline

| OVERVIEW | OBJECTIVES | LEARNING ACTIVITIES | TIME |
|---|---|---|---|
| Generations of change<br><br>An opportunity for students to consider how families change and how people are affected by events in the nation and the world. | Students will be able to:<br>- discuss family relationships<br>- define family and generation<br>- compose a linear family tree<br>- complete a time line<br>- map family residence patterns<br>- collect family history | 1. To the Fourth Generation<br>2. How Long is a Generation?<br>3. Mapping Family Places<br>4. What We are Called: Family Names and Stories | One class period<br>One class period<br>One class period<br>One class period |

Overview: This sequence of activities brings students back to themselves and their own families. By tracing their families back several generations and collecting family stories, students will be able to assimilate and personalize some of the concepts already developed by other activities.

Materials: Pencils
One 9" x 12" envelope or folder for each student
Worksheet V-1: To the Fourth Generation
Worksheet V-2: How Long is a Generation?
Worksheet V-3: Mapping Family Places
Worksheet V-4: Collect A Story
Optional: Overhead projector and transparencies of Worksheet V-3

Teaching Time: Four class periods.

NOTE: *In using these activities, as with many materials on family, teachers should be sensitive to the fact that their class may include foster or adopted children, as well as children from single-parent or blended families. Some children will not have access to information about the families of either or both their biological parents. However, the activities set forth here do not emphasize or require knowledge of genetic heritage. All families serve as agents of socialization and transmit family heritage, regardless of whether the family members are biologically related, and it is this social heritage that should be emphasized.*

*It would be well for the teacher to emphasize at the outset that there are different kinds of families, and that no particular type of family structure is essentially "right" or "better." Sometimes its a good idea to provide alternate activities for children who might not have access to family data or to relatives outside their own household. But the most important thing is to be aware that some children can be embarrassed if they are assigned tasks that require information their parents can not or will not provide.*

## To the Fourth Generation

1. Open a discussion with students focusing on the differences among families. Ask, for example, if any of them have grandparents or great-grandparents still living. Can they describe how they are related to a grandparent and how many grandparents there may be in a family? How many students have brothers and sisters? Poll the class

and take an average to discover the average family size. Ask if all students are living with two parents. Are some students living with only one parent or with adults other than parents? Toward the end of your discussion ask students to define the word family. Channel the discussion so that the final definition is broad enough to include all types of families.

*FAMILY -- the body of persons who live in one house, and under one head; a household; those descended from a common ancestor; a group of closely related individuals, especially parents and children.*

2. Distribute Worksheet V-1: To the Fourth Generation. Review the format with students. Explain that they are to take the charts home and ask their relatives to help fill in the information as best they can. Students should not be concerned if some information is missing as many families don't keep records back this far. Allow one or two days for students to complete the charts.

## How Long is a Generation?

1. Students should have their family charts in hand, as complete as possible. Discuss their charts. Were they able to answer most questions? Who did they consult? Were there any written records of their family? Were they surprised by anything they learned.

2. Distribute Worksheet V-2: How Long is a Generation? Review the format with students. The mid-line is a sequence of dates showing 100 years. At the right, bands represent various events which occurred and people who lived during these times. At the left are several blank bands or bars. Students will choose up to six different people from their family charts and assign each one to a different blank bar. Mark a line at the person's birth year and death year (if any). Complete the bars in class.

3. When most students have finished marking the blank bars, begin a discussion of the passing of time and how it relates to family cycles. Students refer to their time lines. What events were taking place when the students were small children? Do they remember any of these? What kinds of things were happening when their parents or grandparents were small children? Do they know if any of these events were significant to parents, grandparents, etc.? Toward the end of your discussion, have students define the word generation.

*GENERATION -- the act or process of producing offspring; the ordinary period of time at which one rank follows another or father is succeeded by child, usually taken to be about 33 years; a single stage in the succession of natural descent*

4. Distribute envelopes or folders to students. They should place their family trees and family time lines in the envelopes and mark their names on the outside. Younger students may also be given an opportunity to embellish the envelopes with pictures or other artwork. Collect the envelopes and save for next activity.

## Mapping Family Places

1. Students should have their family envelopes for reference in this activity. Distribute Worksheet V-3: Mapping Family Places. There are three maps; students should use only the ones they need.

2. Ask students to place a symbol in each state or country where someone in their family was born.

   Option: Make overhead transparencies of each map. Starting with the world map, poll students to find out if anyone had family members born any place other than Europe or the U.S.A. Mark a color dot for each place students will tell you. Then go to the European map. Poll the students and make a dot for each place identified. Do the same for the U.S.A.

3. Ask students to generalize about places of origin. Which generations were most likely to be born in a foreign country? Why did so many people come here from Europe? What are some factors that influence a decision to move to a new place? Is it always by choice?

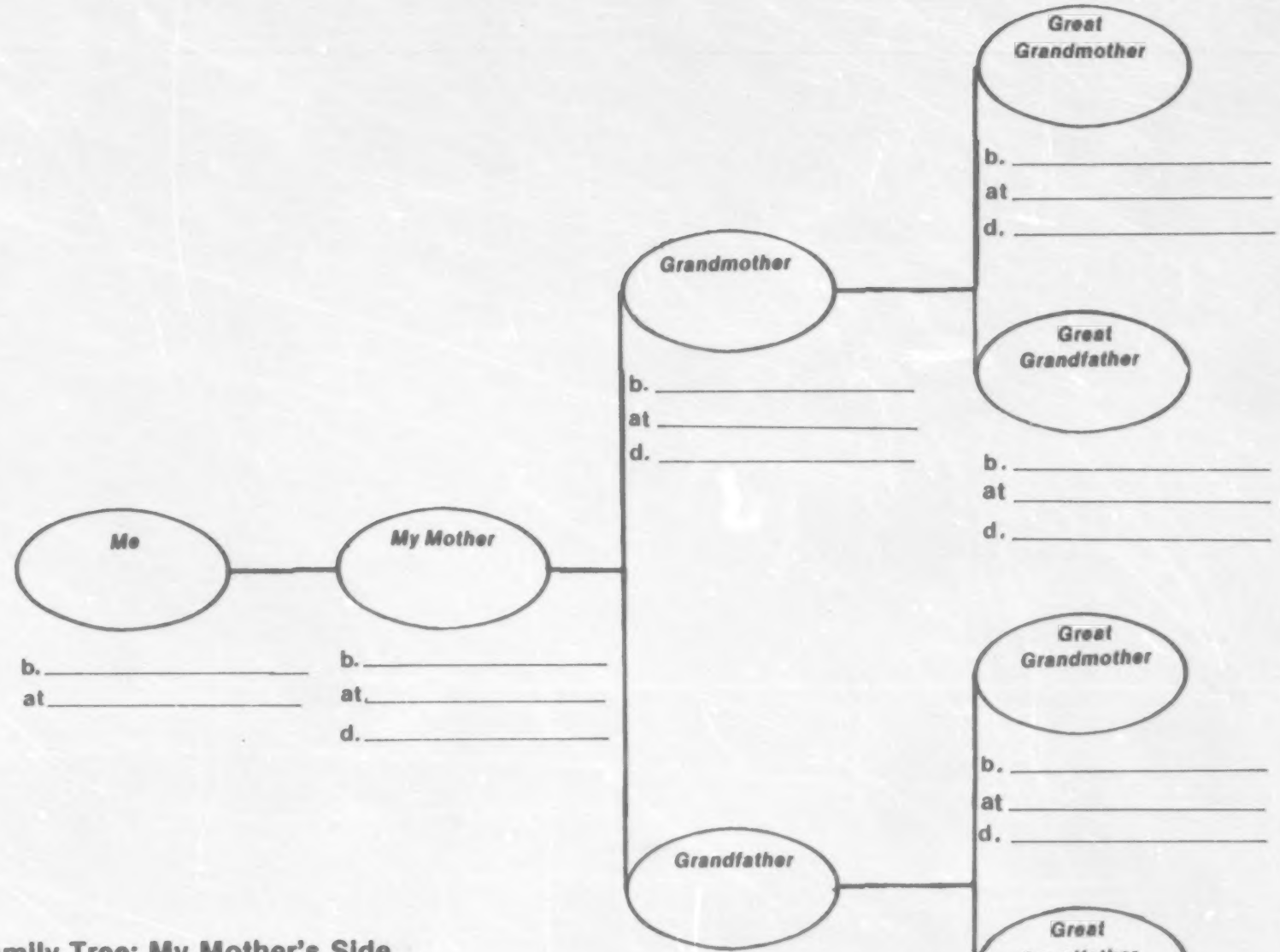
4. Distribute Worksheet V-4: Collect a Story . . . Explain they have three or four nights to complete the assignment. They should select two questions to write about and they should talk to family members before they begin. You may allow students to take their envelopes with them, or you may collect the envelopes and hold them for the next activity.

## What We are Called: Family Names and Stories

1. Discuss the family stories and names students collected on their worksheets. Ask students to share some of their stories in class.

2. Collect writing assignments, review and evaluate.

3. When all work is completed, return envelopes to students. They have now completed a valuable family study which is worth keeping and sharing with other family members.




82

83

## Family Tree: My Mother's Side

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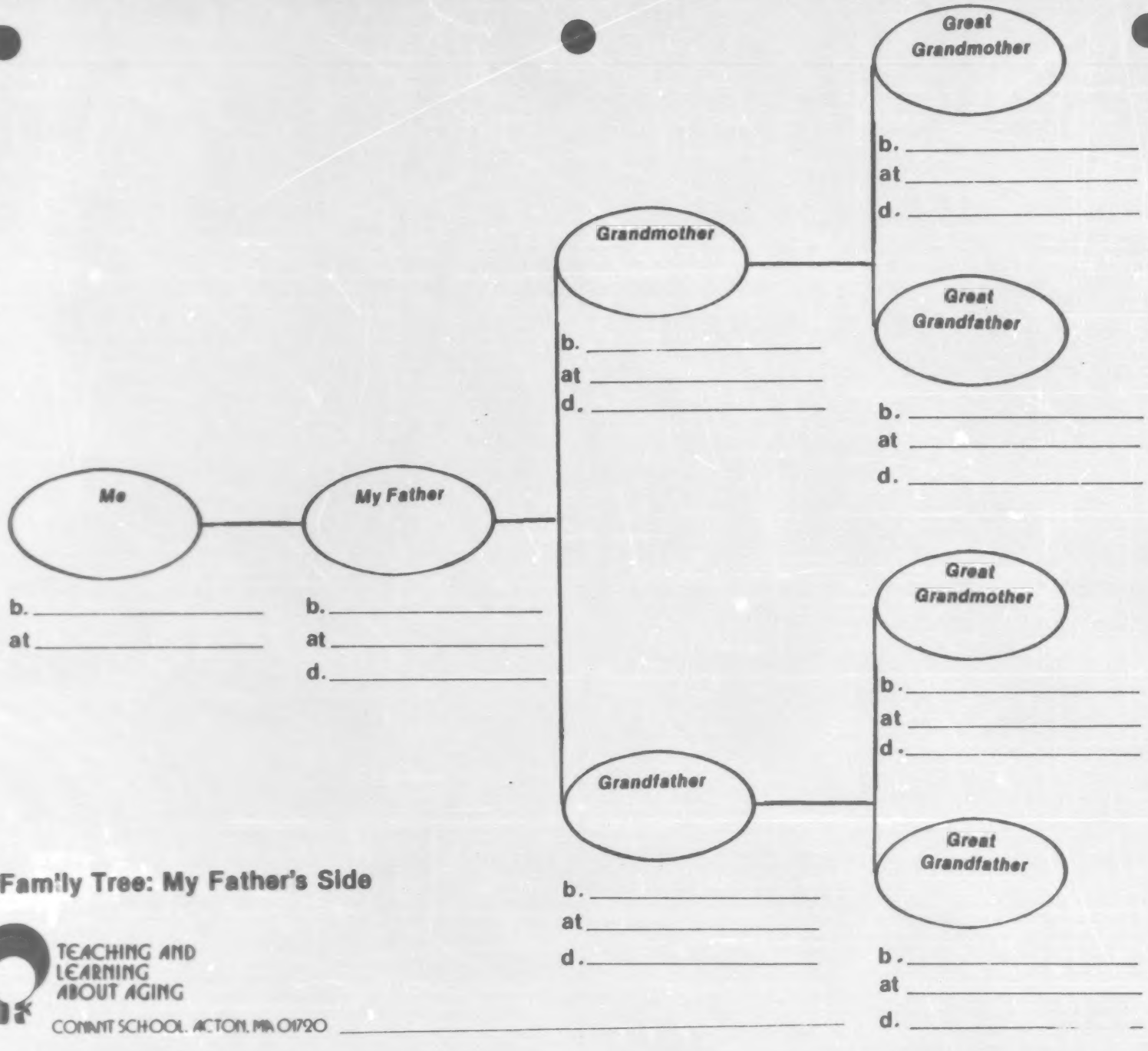
V-1a




**Family Tree: My Father's Side**

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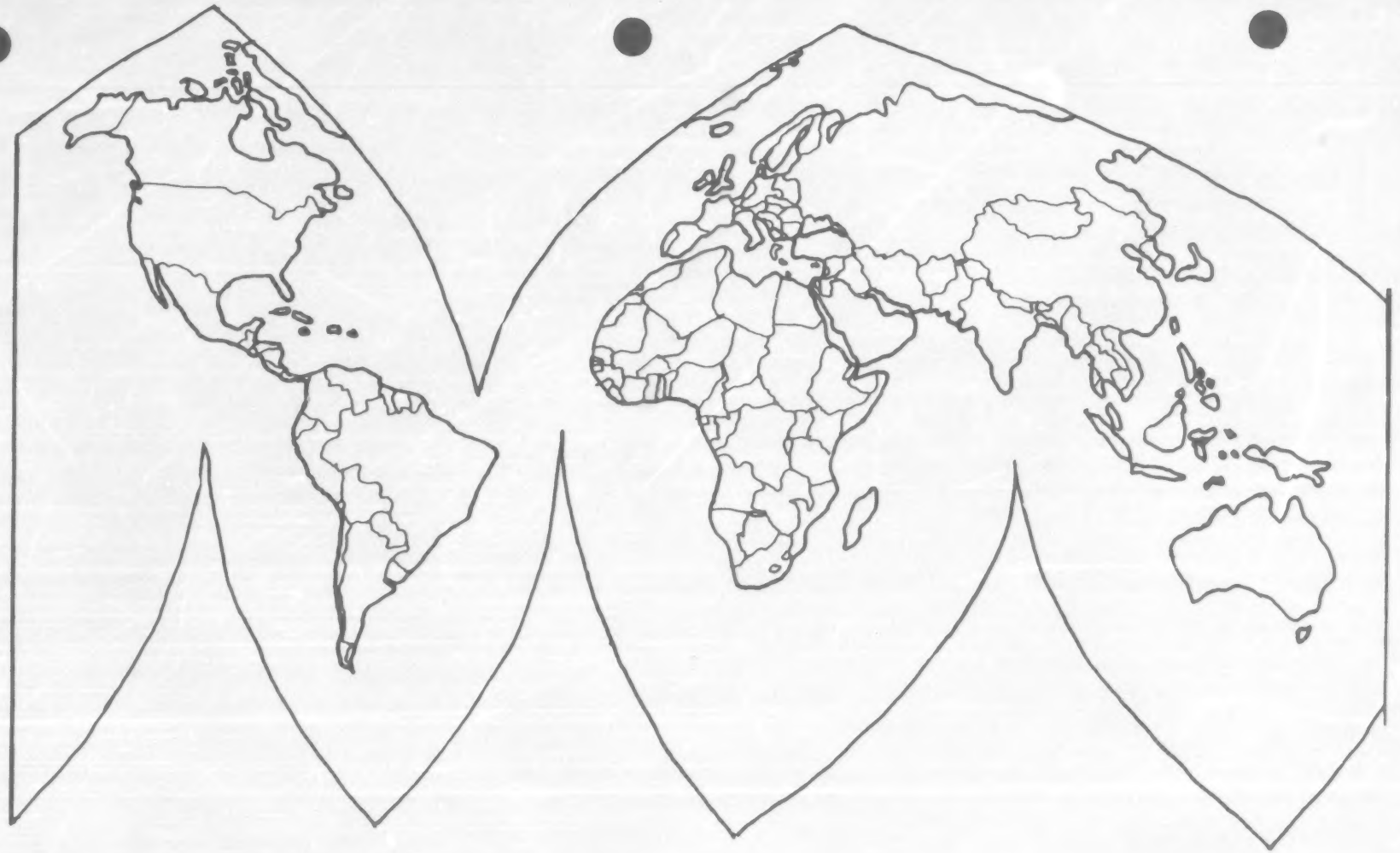
**How Long is a Generation?**



**Mapping Your Family: The World**

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## Mapping Your Family: U.S.A.

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V–3b

## Mapping Your Family: Europe

## Collect A Story

STUDENT NAME_____ DATE_____

DIRECTIONS: Talk to family members and relatives before you begin to write. Select two questions below and write one or two paragraphs about each one. Use the front and back of this paper.

DUE DATE_____

CHOOSE TWO QUESTIONS TO WRITE ABOUT:

1. Family Names: Do any family members have special names or nicknames? How did these names come into use?

2. Family Places: When did your family come to the United States? How? Why?

3. Family Work: Have any members of your family had similar occupations? What were they? How did they learn them?

4. Family Outlook: Have any members of your family been active in politics, social programs or other community events? What were they? What did they do?

5. Family Events: Do any family members remember these "firsts?" Let them tell you about one. Ask how or why they remember:

| | |
|---|---|
| Our First Television | My First Air Flight |
| Our First Auto | My First Camera |
| Our First Telephone | The First Time I Voted |

# VI. A Chance to Change

## Introduction

This sequence of activities is best suited for grades 4 - 6; with adaptations, to high school.

The activities ask students to consider the future, how they feel about aging and how they might live when they are old. It relies on writing, literary analysis and role playing to get students to articulate their feelings and attitudes about aging.

The final activity can be an evaluation tool. When reviewing the assigned writing project, look for evidence that the students 1) have assimilated information from previous activities, 2) have used vocabulary properly, 3) have expressed original thoughts and 3) have not embraced stereotypes about older people.

# Outline

| OVERVIEW | OBJECTIVES | LEARNING ACTIVITIES | TIME |
|---|---|---|---|
| A Chance to Change<br><br>Serves as a review of materials, concepts and information already presented; asks students to anticipate and articulate their feelings toward the changes brought about by aging. | Students will be able to:<br><br>- discuss individual elderly people and their problems and achievements<br><br>- analyze literature for themes relating to aging<br><br>- role play situations involving aging and<br><br>- project themselves as an aging person in the future | 1. Guess How Old?<br><br>2. Age is No Barrier: Biographical Reports<br><br>3. "My Children Are Coming" -- poem analysis and reaction<br><br>4. Role Playing Assignments (evaluation)<br><br>5. Projections: A Worksheet (evaluation) | One class period<br><br>One class period<br><br>One class period<br><br>One class period<br><br>One class period |

Overview: This activity is an effective introduction to the biographical reports outlined as the next activity. It will help students understand that age alone does not limit our achievements.

Materials: Paper and pencils

Teaching Time: One class period

# Guess How Old?

1. Ask students to take a sheet of paper and list numbers 1 through 10 along the left margin.
2. Tell them you will describe ten people, and they are to guess the age of each person described.
3. Ask them to write their guesses next to the appropriate numbers in the order you read the descriptions.
4. Read the descriptions, but do not reveal the actual names or ages of the people until everyone has finished.
5. Review the descriptions, and for each one give the name and age.
6. Follow with a discussion on questions such as:
   - For which people was your guess very different from the true age?
   - Why do you think you were so far from the true age?
   - To what extent does age determine what a person can do?
   - Why are some older people able to do things that we usually think of younger people doing?

## Descriptions

1. He swam for one mile across Long Beach Harbor, handcuffed, towing 13 row boats filled with 76 young people. (Jack LaLanne, Age 62)
2. She bicycled 4,500 miles from Seattle, Washington, to Williamsburg, Virginia, in three months. (Bernice Tillson, age 68)
3. This skydiver has made more than 750 jumps. He jumped from 17,760 feet and free fell for 1 1/2 minutes before opening his parachute. (George McCulloch, Age 71)

4. He walked backwards for 400 miles from San Francisco to Santa Monica, California, wearing special glasses with rear view mirrors. (Plennie Wingo, Age 81) (Note: In 1930's he walked backwards 8,000 miles from California to Istanbul, Turkey. His wax replica is in Ripley's "Believe It or Not" Museum.)

5. She has flown more than 5000 hours. In 1975 she flew solo across the Atlantic Ocean in a single-engined plane. (Marian Hart, Age 83)

6. She is a disc jockey who hosts a one-hour show every Wednesday evening on Station KSHE in St. Louis, Missouri. (Ruth Hutchinson, Age 88)

7. He is a professor of mathematics and physics at Eastern New Mexico University. In his spare time, he tutors school dropouts and helps them get high school "equivalency" diplomas. (John Smith, Age 92)

8. She graduated from high school in Madison Heights, Michigan, in June, 1982, with a straight - A record. (Jesse Byam, Age 98)

9. As a result of an accident, she has been seriously handicapped and confined to a bed in a nursing home for years. She is unable to dress, wash, or feed herself. (Mary S., Age 21)

10. He graduated from Boise State University in Ohio with a bachelor's degree in mathematics in May, 1982 (Jay Luo, Age 12)

Overview: As students begin to understand the process of aging, and the social ramifications of a changing population, they must also consider what rewards can come from a rich life experience. This activity asks them to research prominent persons who made significant late-in-life contributions.

Materials: Worksheet VI-1: Age Is No Barrier
Research materials: biographies, encyclopedias, books for reference such as Alex Comfort, A Good Age (New York: Crown Publishers, 1976).

Teaching Time: One class period.

# Age is No Barrier: Biographical reports

1. Distribute Worksheet VI-1: Age Is No Barrier. Review some of the information you want students to include in their essay. Discuss briefly some of the names on the list in order to help students select a person they would like to write about. Allow two or three days for the essays to be completed. Collect and grade.

# Age Is No Barrier

DIRECTIONS: Select one person from the list below and write a one page report focusing on the person's major accomplishments or contributions. Be sure to include the following points:

1. The person's full name.
2. Important details about his or her life and work. (At what ages did they make important contributions? How long did they live? Did they have any handicaps to overcome? What makes them famous, prominent or significant?)
3. A list of books, magazine articles or other sources you used.

| | |
|---|---|
| Nadia Boulanger | Bertrand Russell |
| George Burns | Indira Ghandi |
| Eleanor Roosevelt | Leo Tolstoi |
| Maurice Chevalier | Golda Meir |
| Thomas Alva Edison | Victor Hugo |
| Claude Monet | Ruth Gordon |
| John Wayne | Giuseppe Verdi |
| Michelangelo | Benjamin Franklin |
| Pablo Picasso | Harriet Tubman |
| Mohandas Ghandi | Charles de Gaulle |
| Frank Lloyd Wright | Charles Darwin |
| Albert Schweitzer | Edward Kennedy Ellington |
| Anna Mary Moses | Arthur Rubinstein |
| Duncan Maclean | Maggie Kuhn |
| George Bernard Shaw | Bob Hope |
| Margaret Mead | Bette Davis |
| Helena Rubinstein | Jomo Kenyatta |

This report is due_____.

Overview: In analyzing the lyrics to the song that are the focus of this activity, students consider the feelings of old people and their reactions to the ideas expressed in the song.

Materials: Worksheet VI-2: "Hello In There"
Optional: Recording of "Hello In There" by John Prine and equipment for playback.

Teaching Time: One class period

# "Hello In There"

1. If available, play a recording of "Hello In There" for students (in small groups if possible). Distribute copies of the lyrics (Worksheet VI-2). Play the recording a second time.

2. Lead a discussion of the lyrics, using the following questions as a guide:

   Describe the narrator. Age? Sex? How can you tell? (If students would like to, they can give the narrator an imaginary name for the purpose of this discussion.)

   What is the relationship between Loretta and the narrator? Who are John Linda, Joe and Davy?

   Do Loretta and the narrator see these people and communicate with them frequently?

   What is meant by the line: "Lost Davy in the Korean War?" When the narrator says he doesn't "know what for" and that it "don't matter anymore," to what is he referring? What does he mean?

   Why don't Loretta and the narrator talk together any more? Why does Loretta sit and stare out the back door?

   Does the news really just repeat itself? Why might it seem that way? Does the news affect Loretta or the narrator?

   Who is Rudy? Do you think he and the narrator were close friends? Why or why not? How might Rudy answer the question "What's new"?if the narrator asked?

   How are trees and rivers compared with old people? Is it a good analogy?

   Whose are the " hollow ancient eyes?" What does the song writer want you to do? Why?

Is this a good song? Why or why not? Does it present an accurate picture of old people? Are all old people like the ones in the song? What makes some people different? What do you think you will be like when you are old?

3. If the students are not tired of it, play the recording again, listening to it from a new perspective.

4. If you would like to explore this further, you might ask students if they know of any other songs with themes about aging and old people.

Suggestions for more musical explorations:

"Eleanor Rigby" from Beatles Revolver album.

"Voices of Old People," "Old Friends" and "A Hazy Shade of Winter" from Simon and Garfunkel's Bookends album (lyrics supplied on album jacket).

"O Papa" from Maria Muldaur's Waitress in a Donut Shop album.

You might find this reference helpful. Share it with your students if you like:

*Most old people are not pretty much alike. There appears to be at least as much difference between older people as there is at any age level, there are rich and poor, happy and sad, healthy and sick, high and low intelligence, etc. In fact, some evidence indicates that as people age they tend to become less alike and more heterogeneous on many dimensions.*

*The majority of old people are seldom bored. Only 17% of persons 65 or over say "not enough to do to keep busy" is a "somewhat serious" or "very serious" problem. Another survey found that two-thirds of the aged said they were never or hardly ever bored. The Duke Adaptation Study found that 87% of those 65 or over said they were never bored in the past week.*

*The majority of old people are not socially isolated and lonely. About two-thirds of the aged say they are never or hardly ever lonely, or say that loneliness is not a serious problem. Most older persons have close relatives within easy visiting distance and contacts between them are relatively frequent. About half say they "spend a lot of time socializing with friends." About three-fourths of the aged are members of a church or synagogue, and about half attend services at least three times per month. Over half belong to other voluntary organizations. Thus, between visits with relatives and friends and participation in church and other voluntary organizations, the majority of old people are far from socially isolated.*

Erdman Palmore, "Facts on Aging: A Short Quiz"
The Gerontologist, Vol 17, No. 4 (August, 1977), p.317.

## "Hello In There"

We had an apartment in the city
And me and Loretta liked living there
It'd been years since the kids had grown
A life of their own
And left us alone
John and Linda live in Omaha
And Joe is somewhere on the road
We lost Davy in the Korean War
I still don't know what for
Don't matter anymore

CHORUS:
Ya know, that old trees just grow stronger
And old rivers grow wilder everyday
Old people just grow lonesome
Waiting for someone to say
Hello in there
Hello

Me and Loretta, we don't talk much more
She sits and stares thru the back door screen
And all the news just repeats itself
Like some forgotten dream
That we've both seen
Someday I'll go and call up Rudy
We worked together at the factory
But what could I say when he asks "What's new?"
Nothing, what's with you?
Nothing much to do

(Repeat chorus)

So if you're walking down the street sometime
And spot some hollow ancient eyes
Please don't just pass 'em by and stare
As if you didn't care
Say hello in there
Hello

Copyrights: Cotillion Music, Inc. (1971)
and Sour Grapes Music (1972)

Overview: In analyzing the poem that is the focus of this activity, students reflect on the concept of dependence and its opposite, independence.

Materials: Worksheet VI-3: My Children Are Coming Today.
Worksheet VI-4: Since You Asked.
Chart pad and marker

Teaching Time: One class period.

# "My Children Are Coming Today"

1. Discuss the word dependent with students and compose a suitable definition based on their understanding.

   *dependent* (noun) — One who is sustained by another or who relies on another for support or favor.

   *dependent* (adjective) — That which is attached to something else as its consequence, subordinate, satellite or the like.

2. Have students think of examples of people (or animals, pets) who may be dependents. List the following on a chart pad:

   *teenager*
   *adult - age 30*
   *baby - 6 months*
   *adult - age 70*
   *child - age 10*

3. Ask students to identify the people represented above in a sequence from the most to the least dependent. Discuss who they are, or might be, dependent upon.

4. Distribute copies of Worksheet VI-3: My Children are Coming Today.

5. Read aloud in class. Discuss with students their reactions to the poem. Use questions such as:

   Who is the main speaker? How old? Man or Woman? Can they try to imagine the place where the person lives? What are the person's emotions? Lonely? Sad? Satisfied? Weary? Happy? Reflective?

   Consider the lines in the poem: "But there is no challenge, no possibility of triumph, no real aliveness without risk." What are the risks the person is talking about? Could those lines be applied to the

other people discussed above (baby, child, teenager, adult)?

Consider the line in the poem: "Now our roles are reversed." What roles does the speaker mean?

6. Distribute copies of Worksheet VI-4: Since You Asked. Explain the assignment; students may select either statement and write two or three paragraphs (one page) as an answer. Allow one or two days for homework assignment. Collect and grade.

## "My Children Are Coming Today"

My children are coming today. They mean well. But they worry
They think I should have a railing in the hall. A telephone in the kitchen. They want someone to come in when I take a bath.
They really don't like my living alone.
Help me to be grateful for their concern. And help them to understand that I have to do what I can as long as I can.
They're right when they say there are risks. I might fall. I might leave the stove on. But there is no challenge, no possibility of triumph, no real aliveness without risk.
When they were young and climbed trees and rode bicycles and went away to camp, I was terrified. But I let them go.
Because to hold them would have hurt them.
Now our roles are reversed. Help them see.
Keep me from being grim or stubborn about it. But don't let me let them smother me.

From: Elise Maclay, Green Winter: Celebrations of Old Age, New York: McGraw-Hill (Reader's Digest Press), 1977.

## Since You Asked

STUDENT NAME: _____ DATE: _____

DIRECTIONS: Choose one of the statements below and write two or three paragraphs (one page) as an answer. Read the poem, "My Children Are Coming," before you write your answer.

DATE DUE: _____

Statement: My advice to the writer of the poem is this:

OR

Statement: My advice to the children of the writer is this:

Overview: Role playing is an effective way to have students sort out difficult concepts by participating in hypothetical situations. The role playing scenarios in this activity will help students to understand that youthful attitudes may affect our old age.

Materials: Worksheet VI-5: Becoming What We Are.
Two, four or six volunteers from the class.
Simple props if desired (students can provide.)

Teaching Time: One class period and brief time for volunteer assignment.

## Role Playing Assignments

1. Ask for no more than six volunteers from the class. Divide volunteers into pairs, and give each volunteer a copy of Worksheet VI-5: Becoming What We Are. Work with them in a free period or after school if they need more direction.

## Follow-Up

1. Ask the volunteers to present their skits. Let them use simple props. Have a large sign card for each scene, stating the age of the characters.

2. Lead a discussion after the skits, focusing on the contrast between the personalities of the characters. Ask students to describe the characters (list key words on chart pad). What were their different attitudes toward the future. Had their personalities changed over the years? Which would would you like to be?

3. Write the term "continuity theory" on the board. Discuss its meaning in relation to the presentation and the definition.

CONTINUITY THEORY: A social theory of aging which holds that with advancing age people simply become more like themselves.

## Becoming What We Are

DIRECTIONS: Arrange time to meet with your partner to practice a skit based on the following outline. Each of you should take one of the characters and play that character in every scene. The notes tell you the basic information your character should convey. You may use simple props, if you like. You may use your own names or invent ones.

These are the two characters:

CHARACTER ONE is a person who makes decisions easily and who enjoys trying new things.

CHARACTER TWO is a person who cannot make decisions and doesn't like to do new things.

SCENE ONE: You are both 10 years old. You have met at the school yard.

CHARACTER ONE: You are trying to encourage your friend to join in some activity (tell what it is). Create a dialogue that shows your excitement and enthusiasm.

CHARACTER TWO: You are bored but don't know what to do. Your friend is trying to convince you to join in some activity. You are not interested. Create a dialogue that shows your disinterest.

SCENE TWO: You are both 30 years old. You have met for lunch and to discuss some mutual business (decide what this will be).

CHARACTER ONE: After discussing some business you invite your friend to a party at your house on Saturday night. You really hope he will come because you know it will be a good time.

CHARACTER TWO: After discussing some business your friend invites you to a party at his house. You can not decide if you will go. There will be new people there you do not know.

SCENE THREE: You are both 60 years old. You have met your friend by chance at a coffee shop.

CHARACTER ONE: Tell your friend that you are looking forward to retirement and tell why.

CHARACTER TWO: Tell your friend that you are not looking forward to retirement and tell why.

Overview: This activity asks students to place themselves in the future, as adults and as elders. It serves as summary for many of the activities that have gone before.

Materials: Worksheet VI-6: If Only . . .
Paper and pencils

Teaching Time: One class period

## Evaluation

1. Distribute Worksheet VI-6: If Only . . . in class. Review the directions with students. Allow class time to complete, or assign as homework.

2. Collect work, review and grade.

## If Only...

STUDENT NAME_____ DATE_____

DIRECTIONS: In each group below choose one pair of statements to write about. Write a sentence or short paragraph to each statement.

GROUP ONE: Choose one of these sets to write about:

1 a. If I were older, I would . . .
1 b. When I was younger I . . .

OR

2 a. If I had a chance to live my life over, I would like it if . . .
2 b. If I had a chance to live my life over, I would be sorry if . . .

OR

3 a. If I could pick a job for the future, I would be happy to be . . .
3 b. If I could pick a job for the future, I would not want to be . . .

GROUP TWO: Choose one of these sets to write about:

4 a. When I grow up I . . .
4 b. When I grow old I . . .

OR

5 a. If I live to be very old, I would like to . . .
5 b. If I live to be very old, I would not like to . . .

OR

6 a. In the future, I will be happy if . . .
6 b. In the future, I will not be happy if . . .

# VII. Appendix: Integrated Curriculum Activities

Overview: To broaden, deepen and expand concepts about aging it is helpful to integrate activities into time allotted for existing curriculum units in math, science or social studies. Teachers will also find ways to introduce aging and growth into reading, music, art or health units.

Objectives: As a result of these activities, students will begin to develop the concept that all people, although they may be different ages and have different characteristics, have similar needs and expectations as they grow older.

Estimated Teaching Time: These lessons in different subject areas are designed to fit into the regular curriculum, rather than being scheduled as separate lessons on aging and the elderly.

## Field Studies to Explore Aging

To underscore the interactive nature of this curriculum model, field studies can be very helpful, especially if you invite older residents, grandparents, etc. to be your chaperones or escorts. Here are a few suggestions for field studies in your own community or for field trips to museums and historic sites nearby.

1. Exploring Your Own Community — Ask older residents to take small groups of children on a walk nearby. Ask the elder escorts to talk about how the town has changed, point out landmarks, places where they used to play, where the trolley lines used to run, where the old school was, etc.

2. Art Museums — If a field study can be arranged to an art museum, consider directing the children to look for evidence of old people in the paintings and sculpture they will see. Portraiture and genre paintings will give the children vivid images which you can use to advantage in further classroom studies.

3. Science Museums — A field study to a science museum can be an opportunity to underscore life cycle studies, using human animal or plant life exhibits. Many science museums may also contribute to an understanding of how changes in technology affect our lives as we grow older.

4. History Museums or Historic House Museums -- These sites can be very effective in helping children understand how life in the past was different than it is today. Focus on family life, how growing up was different then, the activities of children, adults and elders.

## Reading and Language Arts Activities

Poems, song lyrics, short stories, and biographies can be used to make students aware of the problems and concerns of old people. A list of books on intergenerational themes is appended.

1. A library area could be set up with books, pictures and other information about elders. Provide paper, pens, markers along with suggestions for self-directed writing, drawing or other activities.

2. Make tape cassettes of the narration to several story books to help beginning readers follow a book at their own pace. Set up a "listening corner" where children can play the recordings as they read along.

3. After reading a story, have children illustrate a favorite passage from the book.

4. After reading a story, ask students to compare their grandmother or grandfather or an older person they know to the character in the book. Or, ask them if they know an older person like the one in the story.

## Science Activities

1. Have children plant seeds and observe them over a period of time. Discuss the needs of the plants and the changes that take place during the life cycle of the plant.

2. Have students do similar activities with other organisims (mealworms, butterflies, frogs) utilizing curriculum kits or other prepared materials.

3. Use pictures of people at various stages of growth and discuss changes that take place as one ages. Have them list changes as well as things that stay the same.

## Social Studies Activities

1. Community Studies: Discuss how each person is a unique individual but also a member of a family, a school, and a community. Community is made up of all age groups. Talk about different aspects of community such as neighborhoods and local government. Make a list of services available in your community, either private of government, noting who is served and how the service is paid for.

| Service (examples) | who is served | how paid for |
|---|---|---|
| fire | all people | tax money |
| police | | |
| unemployment office | | |
| welfare office | | |
| housing project | | |
| elderbus | | |
| school | | |
| library | | |
| sewers | | |
| playground | | |
| Little League | | |
| hospital | | |
| post office | | |

2. Use historical materials, interviews with older people, school officials and others, to find out how schools in your town have changed.

## Math Activities

1. Ask children to solve mathematical problems based on their ages or the ages of family members. Some examples:

   Who is the youngest person in the class?

   Who is the oldest person in the class?

   Who is the oldest person in the school?

   How old will you be in three years?

   How old will your mother be in four years?

   How old will you be when you enter sixth grade?

   If you are 7 and Michael is 2, how much older are you?

   If you are 8 and Mary is 11, who is older? How much older?

2. Arrange for students to go to the local cemetery to make rubbings of stones or to record the birth and death data they can find there. Focus on two time periods, such as early 1800s and 1900s. Have students compute the life span of the people and try to discover if there are any changes in longevity over time.

3. Have children bring in information about how long they were when they were born and then measure how tall they are now. Put all the information in the form of subtraction problems and run off on a master for all children to do. Do the same with weight. Or expand to include information about parents or grandparents.

## Family Studies

Hold an international fair or festival in your classroom, school or community. Students can research countries of origin (which they discovered as part of their geneological studies, Part V). Have them write to the country's foreign travel office in New York, their United Nations delegation or embassy to collect information and pictures about the country. Each small group of students can set up a "booth" or activity area to show something about that country, its history, food, folkways (games, stories, costumes) geography or commerce. Relatives or older people from the community may participate by sharing games, stories, recollections or pictures about life or travel in these countries.

# VIII. Appendix: Agelessness of Play

On the following pages are directions for 10 games. These games are universal, in the sense that they have been played for hundreds of years, in one variation or another, in very different cultural settings the world over. You may use these games in the teaching and learning situation described in activity one, or you may teach them at different times throughout the year, emphasizing the agelessness of children's play. These are the games included:

Hand Clapping
Hide and Seek
Hopscotch
Jacks, Jackstones or Knucklebones
London Bridge
Marbles
Prisoner's Base
Rolling Hoops
Tag
Throwing, Catching and Bouncing Balls

## Hand Clapping

History

The folklore of every continent contains clapping chants. Asia and Europe (particularly in Germany) are the richest in chants and have provided the direction in hand clapping.

Equipment

Hands and a partner

Play Area

Anywhere you can make noise

Rules

1. The object is to get through the chant without making a mistake in the clapping pattern or the chant itself.

2. Children have their own patterns today, but the basic pattern historically seems to have been one of hitting one's own hands, then partners' hands with as much in between as the cadence of the chant would allow.

   One pattern is:
   slap thighs
   slap hands together
   right hand to partner's right
   clap hands together
   left hand to partner's left
   clap hands together
   cross arms slapping own shoulders with opposite hands
   (The latter does not fit to all rhythms.)

3. Following are three of the most well known chants. Many used by children are actually jump rope chants, so there is really a lot of room for creativity. It is a challenge and a fun pastime that can be suited to the individuals.

   Patty Cake

   Patty cake, patty cake
   Baker's man.

Bake me a cake
Just as fast as you can.
Roll it and pat it,
And mark it with a "B"
And put it in the oven
For baby and me.

Pease Porridge

Pease porridge hot
Pease porridge cold
Pease porridge in the pot
Nine days old.
Some like it hot
Some like it cold
Some like it in a pot
Nine days old.

A second verse not always used:

I came to a river
Couldn't get across
Paid ten bob
For an old lame horse.
Jumped on its back
Give it a crack,
Same lame horse,
You'll never get back.

## Hide and Seek

History

The Greeks knew it as Apodidraskinda at least three hundred years before the birth of Christ. It was played then just about as it is played today. Then it was also known as "Running Home." Today we have several popular variations which seem as universal as the original.

Equipment

None

Playing Area

The more trees, rocks, nooks and crannies to hide in the better. At the very least, something to signify home base. (Traditionally it is a tree.)

Rules

1. IT counts to 100 as everyone else runs and hides.
2. At "100" IT calls "Ready or Not, Here I come!"
3. Anyone spotted by IT must come out of hiding.
4. The end of the game comes with everyone being found, or with the first person spotted being able to reach home base and call "Oly, Oly Home Free" before IT has found any of the other players. (Alternate calls are "Oly, Oly Oxen Free" or "Oly, Oly. In Free." )

Variations

1. KICK THE CAN

   A. IT stands in the circle (home base) with the can in the middle and counts to 100 as everyone hides.

   B. IT searches for players, going as far from his circle as he wants to, and calls "One, two, three" naming the player he sees.

   C. That player is now caught and must come out of hiding and wait at home base.

   D. Meanwhile, other players can rush into home base and kick the can out of the circle. If someone does, all the captives are free and can run to hide again while IT has to replace the tin.

2. I SPY

A. IT counts to 100 as others hide.

B. IT goes searching for players, and when IT sees one, rushes back to home base and calls "One, two, three" naming the player seen.

C. Once players realize they've been seen, they rush back to home base racing against IT to be the first one to call "One, two, three" and their own name. Players who beat out IT are safe and can go back into hiding.

D. If IT makes a mistake and names the wrong person, both the person seen and the one player named are free and can go back into hiding.

E. Any time during the game, a player may come out of hiding and try to outrun IT to home base before being caught or named correctly. If a player does not succeed, the player is automatically IT for the next game.

3. ALL IN (like team "I Spy")

A. There is an "outs" team and an "ins" team. The "Outs" hide while the "Ins" count to 100.

B. When the counting's done the "ins" search for the "outs."

C. As soon as an "in" sees an "out" the "in" calls the name of the player saying "All in for so and so." At the signal, all the "in" players race for home while all the "out" players come out of hiding and try to tag them.

D. If all the "in" players can get home without being tagged, 'so and so' is captured and must sit at home base.

E. The game continues until one by one, all "out" players are caught. The "ins" need only send as many players out as have not been captured, for, if their own players are tagged all the captured "out" players are free and can go hide again.

## Hopscotch

History

Two sources differ in their explanation of the 'scotch' in hopscotch, and yet both of them make sense. Grenfeld feels it is from the old English meaning to 'score lightly,' as describes taking stones or sticks to draw the diagram on the street or ground. Milberg feels the word refers to the stone itself used in throwing and executing your turn. The game's origin is unclear, but it is played in countries like Russia, India, China, Britain and the United States, with very little difference in rules. One of the oldest known disgrams is on the floor of the Forum in Rome. As the Roman empire grew, the roads connecting the northern countries of Europe with the Mediteranean and with Asis Minor became ideal surfaces for the game, taught by soldiers to the French, German and British children. There is no concensus on the history of the diagram but it does seem to have symbolism dating back to the early years of Christianity, the earth to heaven journey being that of the soul. The variety of diagrams is great and the game variations played with them equally impressive.

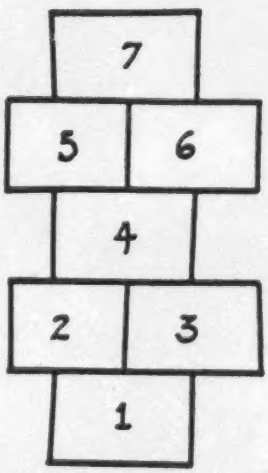
Equipment

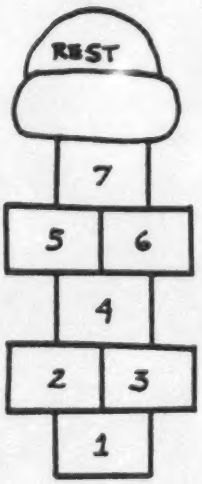
One stone (flat "skipping" type best) per player

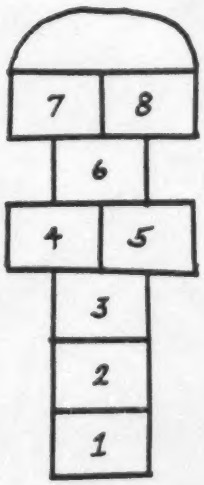
Play Area

Dirt or hardtop

Basic Diagrams



Rules

1. The general object is to propel the stone into the correct box and hop specific patterns without touching any lines or contacting the ground with the rest of your body in any way. (Designated "rests" are the exception.)

2. You cannot change your hopping foot during a series.

3. A thrown stone must land wholly within the intended box; if it touches or crosses a line it is a miss. A kicked stone must always go out over the base or end lines and not over the side lines of the box.

4. In some series, you throw the stone, hop the diagram and pick the stone up on the way back. In others, you throw it and then must kick it with your hopping foot from box to box in order to proceed through the diagram as prescribed.

5. If the stone is kicked in a series, it may be positioned by the hopping foot inside the box before kicking it into the next one. You may also hop as much as you want as long as rules 1 and 2 are followed.

6. If throwing the stone, you must stand outside the baseline (start) and, in most games, be in a hopping position when throwing. You can bend forward but must still follow rules 1 and 2.

7. In most games, you skip the box your stone is in and pick it up on the way back.

Some Game Variations

1. Throw/kick the stone to boxes 1 and 7 (or 9) in succession. On each number you must hop the entire diagram whether kicking or picking up your stone. (Usually no rest built in.)

2. On your first throw, throw the stone to any box and it becomes your house. (Write in your initials.) Here you may rest on both feet but everyone else must hop over it. After completing a series (1 through 7, 8, or 9) each player has the right to take another square, so it becomes increasingly difficult to hop the diagram.

3. Hop through and back with eyes shut.

4. Hop through with stone held on toe of hopping foot.

## Jacks, Jackstones, or Knucklebones

History

The first evidence of knucklebones was found in Kiev, Russia, and attributed to prehistoric people. The knucklebones from mutton legs were thrown in ancient Greece to prophesy the future as well as for gambling, like dice and playing what we know as jacks today. The Japanese were also playing jacks over 2,000 years ago with bones or little stones. Old Greek vases show gods and mortals alike playing with bones, and similar games are mentioned by Homer. The game is traditional not only in the countries where Roman soldiers introduced it during campaigns, but in places where no Romans ever fought.

In France, local butchers still give children the bones of lambs to play the game with. Dried shoulder and vertabrae bones were most popular with early Americans - even the shakers played Jacks with pebbles during the warmer months of the year. With the advent of steel, the six-pointed Jackstone was manufactured and a red-rubber ball was added to the game . (Milberg, p. 67.)

Equipment

5 to 10 jacks

1 ball the size of a golf ball. (Use a rubber ball or golf ball. "Super" balls are not suitable as they bounce too high.)

Play Area

Smooth surface about 3 feet by 2 feet

Rules

1. Two or more players may participate, although more than four requires too long a wait between turns.
2. The number of jacks used, and even whether to use a ball or jack to throw (real "Jackstones"), varies with regions and individuals. If playing real "Jackstones", you use five jacks: 4 for figures, one to throw (the first one picked up), if using a ball, use six, eight or ten jacks for figures.
3. Deciding on turns is a figure that is recorded on a Roman fresco from Pompeii: Toss the jacks into the air from the throwing hand and try to catch them all on the back of the hand. Throw them again and catch them in the palm. Your score decides the sequence of turns.

4. Figures and Games - to simplify understanding, refer to the ball throwing hand as "Toss Hand" and the non-throwing hand as "Free Hand."

In all games:

- No jacks can be moved except those being played.
- If you drop a jack, miss one or move it, your turn is over and on your next turn, you must repeat the entire game before going on to the next.
- Jacks are scattered by Toss Hand to start the figure.
- Jacks are picked up by Toss Hand unless otherwise indicated.
- Ball is caught by Toss Hand unless otherwise indicated.

In all figures, you can go one through six, eight or ten games depending on how many jacks you want to use.

A. Onesies through Sixies, Eightsies or Tensies

Pick up jacks one at a time, a bounce for each jack, and transfer the jack to your Free Hand after catching the ball. After all are picked up one at a time, go on to two at a time, etc., with uneven numbers of jacks left to the last (ex. sixies with eight jacks: 6 and then 2).

B. Eggs in the Basket

Toss ball with Toss Hand as you pick up one jack and while the ball bounces, transfer the jack to your Free Hand, and then catch the ball with your Toss Hand.

C. Crack the Eggs

Toss ball with Toss Hand and, while it bounces once, pick up one jack and "crack" (tap) it on the playing surface and catch the ball. Transfer jacks to your Free Hand.

D. Upcast

Pick up jacks as in Onesies but when transferring to Free Hand, do so by transferring with a ball toss and bounce.

E. Downcast

Same as upcast except that the ball bounces on a drop from a down-turned palm letting go the ball.

F. Pigs in the Pen

Place Free Hand on playing surface, wrist and fingertips touching the surface to form the pen. Toss ball, pick up a jack and push

it into the pen, then catch the ball after the bounce. Any jacks outside the pen are considered a miss.

G. Pigs Over the Fence

Place Free Hand so that little finger and the side of the hand surfaces are completely touching the playing surface. (This is the fence.) On the ball toss, pick up a jack and place it on the far side of the fence and catch the ball after the bounce.

H. Double Bounce

Same as Onesies, but the ball bounces twice before catching.

I. Bounce, No Bounce

Picking up jacks as in Onesies but, when transferring them, toss the ball and transfer without a bounce.

TROUBLESHOOTER

Choose figures to be taught according to ability, Keep groups small.

## London Bridge

History

Rabelais mentions the game in about 1533 A.D. as "Fallen Bridge". The symbolism of the game can be traced to primitive beliefs. To build a bridge was to infringe upon the powers of the gods of land and water. Not only was a bridge a remarkable structure, but it was an offense to the spirits. People believed that the earth was occupied by evil spirits who liked their privacy. A bridge not only interfered with this but also connected areas that had always been separate. The structure was thus a tenuous one, and a sacrifice was made to appease the gods. (Often a living man or child was sealed into the foundation during construction.) It was believed that without this, no structure would be strong enough to remain standing.

In its original form, the verses of London Bridge were many. These verses, suggesting materials with which to rebuild the bridge, are a reflection of the belief in the frailty of the structure. Later, in the Middle Ages, choosing sides of the bridge after being caught was added. The two sides, representing good and evil, were at game's end put into a symbolic struggle played out as Tug of War.

Equipment

None

Playing Area

Open space

Rules

1. The verses: It seems most common to use one verse, sometimes two; at most three. Most often it is simply:

   London Bridge is falling down,
   Falling down, falling down,
   London Bridge is falling down,
   My Fair Lady.

   A second verse opens the way for any number to follow, although in some versions this is left out in favor of the third:

   How shall we build it up again,
   Up again, up again,

How shall we build it up again,
My Fair Lady?

The third:

Build it up with iron bars,
Iron bars, iron bars,
Build it up with iron bars,
My Fair Lady.

As seen in "Iron Tag," iron was believed, in touching, to protect one from evil spirits. This could be why, somewhere along the way, this became the single answering verse. That it was not always the answer can be seen by the remaining original verses (first lines from Grenfeld):

We will build it with wood and clay
But wood and clay will wash away
We will build it with iron and steel
But iron and steel will bend and break
We will build it with silver and gold
But silver and gold will be stolen away
We will put a man to watch all night
Suppose the man should fall asleep
Take the keys and lock him (her) up.

2. The game

A. Two children are bridge keepers, facing each other with arms raised in an arch.

B. The rest of the children line up and pass through the arch single file while singing the song.

C. Usually the bridge lowers its gates on "My Fair Lady" catching whoever is passing through the arch at the time.

D. From here, the game varies. Usually the keepers have decided ahead of time who they are; and the captive can be asked, "rose or cabbage," "diamond or gold," and goes to the side representing his/her choice. Sometimes they just alternate sides automatically.

E. Once all children have been caught, they can have a Tug of War (hands on waist, lined up directly behind own bridgekeeper), or be chased by own bridgekeeper, the two children tagged becoming the new bridge keepers.

TROUBLESHOOTER

Tug of War is potentially dangerous if used to end the game. It is wise to have captives alternate sides so they are even and to make very specific safety rules about pulling.

## Marbles

History

Prehistoric people probably played marbles with small pebbles. They were known in ancient Egypt and pre-christian Rome. The American colonists' children played marbles. Germany was the center of the world marble trade from the eighteenth to the beginning of the twentieth century. The first marble to be manufactured in the United States was made of clay and produced by Samuel Dyke in 1884. Marbles are made of scrap glass today.

Equipment

At least three marbles per child.

Playing Area

Dirt, hardtop or floor where a circle can be marked off and marbles can be easily retrieved if hit a considerable distance. (Stay away from drains, vents and tall grass.)

Rules

1. One marble is used as a "shooter." You make the shooter go by balancing it in the place made by your curled index finger (curled so the tip is just beyond a straight thumb). Hold hand so that at least one knuckle of the hand is in contact with the ground. (This is how the expression "knuckle down" was created.) The knuckle must stay in contact until the shooter has left your hand. Aim and flick the thumb forward. Your hand cannot slide forward while shooting.

2. You may kneel on one or both knees or squat to get the best aiming position.

3. Versions of the Game

   A. Bombardier is easy for young children and has no limit on the number of players.
   Draw a circle a foot in diameter and have each player place two or three marbles together in a pile in the center. Players take turns holding one marble outstretched at eye level so that it is directly above the pile of marbles. The marble is dropped to bomb the pile. Any marbles that are

knocked out of the circle become the property of the bombardier who also gets back his 'bomb' marble.

B. Ring Game I

Draw an inner circle one foot in diameter and an outer circle six feet in diameter. Each player puts two or three marbles in it. Each player, in turn shoots a marble trying to knock one of the other marbles out of the inner circle. If he does, it becomes his.

C. Ring Game II

Same as Ring Game I except that the first player continues his turn for as long as he hits a marble out of the inner circle. He retrieves his shooter each time.

D. Ring Game III

Players arrange their marbles equally spaced a few inches apart inside the circle. A target marble is placed in the center of the circle. Each player aims in turn at the target marble from a line drawn a few feet away from the circle. When a player has hit the target marble, once he can aim at another with the same shooter from the point where it landed. The turn continues until a miss, and the marble aimed at and the shooter are left as a target for other players.

TROUBLESHOOTER

Keep groups small.

While children are learning, it might be more fun to do games where each player shoots in turn rather than continuing until a miss.

## Prisoner's Base

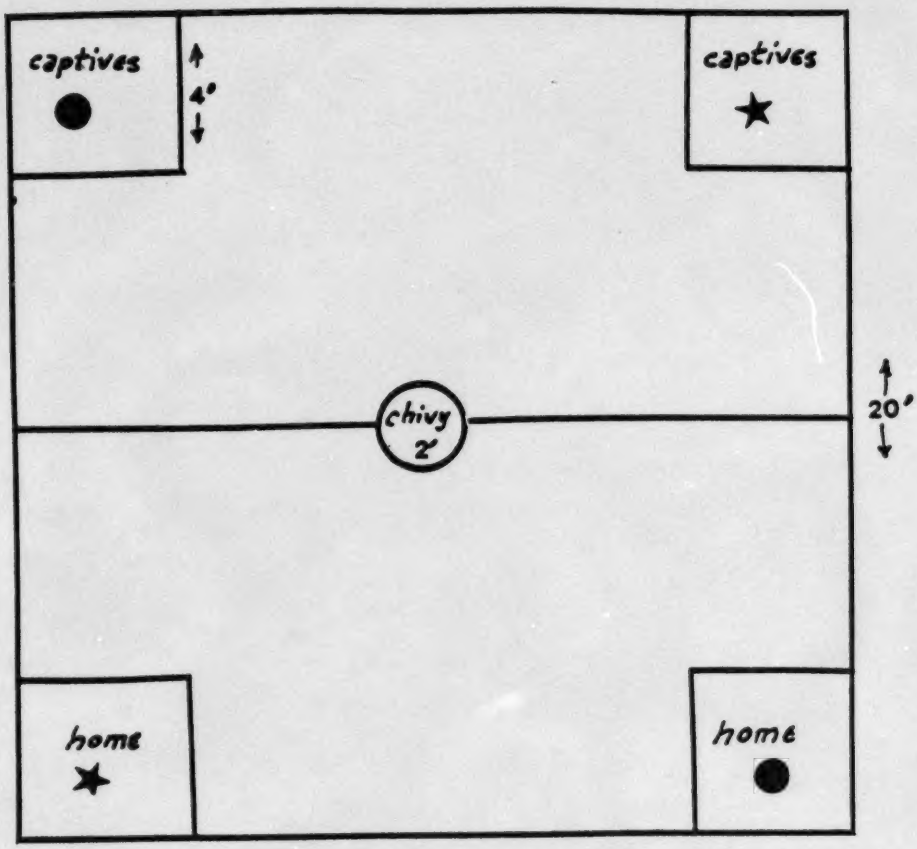
History

Prisoner's Base was a French street game of the Middle Ages. In England during the reign of Edward III (1327-77) it was banned from the grounds of Westminster Palace as players (adults as well as children) were interfering with members getting to Parliament.

Equipment

Something to distinguish one teams' members such as pinnies or arm bands.

Playing Area



Rules

1. Two captains and two teams, each grouped in their home area.

2. The captain who is to go first sends one player to the 'Chivy.' The games starts by the designated player taunting the other team by calling 'chivy'. The captain of the other team then sends a player to catch the player in the chivy, and the first player tries to get back to home base without being tagged.

3. As soon as a captain sends someone to tag the first player, the opposing captain will send someone to tag the pursuer.

4. Captains continue to send players consecutively to tag their own team's pursuers so each player other than the very first will be chased as well as a chaser.

5. As soon as a player gets back home, the player can be sent out again.

6. A player can only chase the one person sent after.

7. As players are tagged they are sent to the opponents' prison and wait until their captain sends a teammate to release them by tagging.

TROUBLESHOOTER

This is very confusing and must be carefully taught to avoid injury while learning. Emphasis should be placed on the captain's responsibility to clearly designate players sent to pursue and who they are pursuing. Once learned, it's a terrific challenge.

## Rolling Hoops

History

Rolling hoops probably followed closely the invention of the wheel. Towards the end of the sixth century B.C., Greeks were using them in the gymnasium; they were considered great exercise, and in fact, Hippocrates had recommended them around 300 B.C. Roman metal hoops rolled with metal sticks were complained about by Martial in the first century A.D. because they got in everyone's way in the street. Hoop games were a means of training for young American Indian boys. Their marksmanship skills were developed and refined through games that used rolling hoops as rapid moving targets for dart throwing. The center of the hoop was strung with rawhide netting and was rolled between two lines of boys. A similar game was played by the Chugach Eskimo where the hoop was bowled along the ground by the scorekeeper as rival teams took turns throwing long poles through the hoop. A popular pastime among European children in the nineteenth century was bowling wooden hoops. Hoop races often involved older boys as well as girls in their Victorian dresses.

Equipment

Hoops and sticks about two feet long. (Plastic Hoola Hoops may be rolled with open hands instead of sticks.)

Play Area

Smooth surface open area (for races about 300 yards.)

Rules

1. You can start hoop with holding hand. It is best to put your index finger along the top to push out as straight as possible. Once the hoop is moving, run slightly behind it or along side it and keep it rolling by pushing it with a stick or the palm of your hand held flat. (Sounds easy, but it takes practice.)

2. Games -
   - races for distance
   - obstacle courses or races (like slalom)
   - diving through moving hoop

- throwing balls or bean bags through moving target

- hoop relay race with two teams - passing hoop on the roll from one player to the next without it falling.

TROUBLESHOOTER

Make sure you have enough space when diving or throwing through moving targets. It would probably be best to have everyone roll the same way.

# Tag

History

Tag is a very symbolic game religiously. In pre-historic times, evil spirits were omni-present and it was the caveman's belief that there was safety only in touching wood or stone. In early versions of tag, being freed from evil spells was equally as important as being safe from the spell-casters. All the many variations spring from the basics of striving to be safe from "IT" or freed from " IT's" power. The oldest form of Tag or "Touch" is "Iron Tag". Since the Middle Ages, there has been a superstitious association of iron with good luck. Horse shoes above doors reflect this belief. The premise applied to tag resulted in those being pursued by the evil touch of IT becoming safe when able to touch an object made of iron. The game expanded to include the safety of wood.

Equipment

None

Playing Area

Open space with objects on places to touch that contain whatever is determined as safe. (wood, metal, cloth, etc.)

Rules

1. One child is IT.
2. Other children run away from IT to avoid being tagged.
3. In danger of being tagged, a child can touch a safe object and be safe.
4. Game starts over when a new child become IT by either being tagged or being chosen if a time limit for turns has been set.

TROUBLESHOOTERS

1. Specify boundaries according to the numbers of players and the appropriate level of stamina and challenge.

2. Instruct children to tap lightly when IT, especially in light of other children running to objects.

3. Set a time limit for being safe (i.e., count out loud to 5).

4. Set a time limit for being IT if children are having too difficult a time catching anyone (or make boundaries smaller).

## Throwing, Catching and Bouncing Balls

History

Playing with a ball is probably the most universal and ancient of sports. Throwing games were played in pre-historic times with sticks or animal bones. Early Egyptian murals showed women playing ball. Balls have been made of bamboo as well as leather filled with moss. Our own "pinkies" are actually the centers of tennis balls, originally rejected for being sub-standard.

Equipment

Any ball with a good bounce - usually done with pinkies or playing round balls of varying sizes.

Playing Area

Level ground - small area

Rules

Three games - one player, one ball

1. Wonderball

   The player throws the ball straight up into the air and claps hands as many times as possible before the ball has to be caught (no bounce allowed).

2. Chant - O'Leary

   One, two, three O'Leary,
   My first name is Mary.
   If you think it's necessary,
   Look it up in the dictionary.
   One, two, three O'Leary
   My first name is Jerry.
   Don't you think I look cute,
   In my mother's bathing suit?

   A leg goes over the ball on each "O'Leary" and each word with a phonetic ary ending. On the last word of each verse, throw the ball up high and catch with both hands.

3. Mimsy

| Mimsy Chant: | Mimsy Directions: |
|---|---|
| A mimsy, . . . . . | Bounce the ball |
| A clapsie, . . . . . | Clap hands |
| I roll my hands, . . . . . | Roll hands around each other |
| Touch backsie, . . . . . | Touch behind shoulders both hands |
| My right hand, . . . . . | Touch behind right shoulder right hand |
| My left hand, . . . . . | Touch behind left shoulder left hand |
| High as the sky, . . . . . | Reach both hands above head |
| Low as the sea, . . . . . | Touch hands to ground |
| I touch my knee, . . . . . | Touch hands to knees |
| And my heel, . . . . . | Touch hands to heels |
| And my toe, . . . . . | Touch hands to toes |
| And over we go, . . . . . | Bounce ball under a leg |

(Each direction is done between ball bounces.)

TROUBLESHOOTER

Provide specific safety rules when doing this with a large group (i.e., no kicking rolling balls, staying in own space, etc.).

# IX. Appendix:
# A Reading List on Intergenerational Themes

BOOKS FOCUSING ON INTERGENERATIONAL CONTACT: GRADES 1 - 3

Baldwin, Anne E. Sunflowers for Tina. New York: Four Winds Press, 1978

Blue, Rose. Grandma Didn't Wave Back. New York: Franklin Watts 1972

Buck, Pearl. The Beach Tree. New York: John Day Co. 1955

Bulla, Clyde Robert. The Sugar Pear Tree. New York: Thomas Crowell, 1961

de Paola, Tomie. Nana Upstairs & Nana Downstairs. New York: G. P. Putnam & Sons, 1973

de Paola, Tomie. Watch Out for The Chicken Feet in Your Soup. Englewood Cliffs, New Jersey: 1974

Gauch, Patricia Lee. Grandpa & Me. New York: Coward McCann, 1972

Goden, Rumer. The Fairy Doll. New York: Viking Press, 1956

Goldman, Susan. Grandma is Somebody Special. Chicago: Albert Whitman, 1976

Heins, Lucille. My Very Special Friend. Valley Forge, Pennsylvania: Judson, 1974

Kantrowitz, Mildred. Maxie. New York, Parents Magazine Press, 1970

Kirk, Barbara. Grandpa Me & Our House in the Tree. New York: MacMillan, 1976

Lasky, Kathryn. I Have Four Names for My Grandfather. Boston: Little Brown & Company

Lasky, Kathryn. My Island Grandma. New York: Frederick Warne,1979

Lexau, Joan. Benjie on His Own. New York: Dial Press, 1970

Miles, Miska. Annie and the Old One. Boston: Little Brown, 1971

Ness, Evaline. Josefina February. New York: Chas. Scribner's Sons, 1963

Schick, Eleanor. Peter and Mr. Brandon. New York: MacMillan, 1973

Skorpen, Leisel. Mandy's Grandmother. New York: Dial, 1975

Sonneborn, Ruth. I Love Gram. New York: Viking Press, 1971

Whitman, Sally. A Special Trade. New York: Harper & Row, 1978

Zolotow, Charlotte. My Grandson Lew. New York: Harper & Row, 1974

BOOKS FOCUSING ON INTERGENERATIONAL CONTACT: GRADES 4 - 6

Beckman, Gunnel. That Early Spring. New York: Viking Press, 1977

Blegvard, Lenore. Moon-Watch Summer. New York: Harcourt, Brace & Jovanovich, 1972

Burch, Robt. Two That Were Tough. New York: Viking Press, 1976

Byars, Betsy. Trouble River. New York: Viking Press, 1969

Byars, Betsy. The House of Wings. New York: Viking Press, 1972

Cleaver, Vera. Queens of Hearts. New York: J. B. Lippincott, 1978

Cleaver, Vera and Bill. The Whys and Wherefores of Litta Belle Lee. New York: Atheneum, 1974

Clifford, Eth. The Rocking Chair Rebellion. Boston: Houghton Mifflin Co., 1978

Corcoran, Barbara. The Faraway Island. New York: Atheneum, 1977

Farber, Norma. How Does It Feel to Be Old? New York: E. P. Dutton, 1979

Green, Phyllis. Mildren Murphy, How Does Your Garden Grow? New York: Dell Publishing, 1977

Greene, Constance. The Unmaking of Rabbit. New York: Dell Publising, 1972

Herman, Charlotte. Our Snowman Had Olive Eyes. New York: E. P. Dutton, 1977

LeRoy, Gen. Emma's Dilemna. New York: Harper and Row, 1975

Mathis, Sharon Bell. The Hundred Penny Box. New York: Viking Press, 1975

Mazer, Norma Fox. A Figure of Speech. New York: Delacourt Press, 1973

Mearian, J. F. Someone Slightly Different. New York: Dial Press, 1980.

Pollowitz, Melinda. Cinnamon Cane. New York: Harper and Row, 1977

Robinson, Jean. The Secret Life of T. K. Dearing. New York: Seabury Press, 1973

Rogers, Pamela. The Rare One. New York: Seabury Press, 1973

Winthrop, Elizabeth. Walking Away. New York: Harper & Row, 1973

# X. Appendix:
# A Glossary on Aging

ACTIVITY THEORY - a social theory of aging by which older people try to remain active and useful

AGEISM - discrimination against people on the basis of age

AGING PROCESS - passage from one growth state to another; the changes in physical and mental abilities from infancy to old age, from the beginning of life to the end

CENTENARIAN - a person 100 years or older

CHRONOLOGICAL AGE - the use of birth date for defining an individual's age; in order or sequence by time

CONTINUITY THEORY - a social theory of aging which holds that with advancing age people simply become more like themselves

DEPENDENT - (noun) one who relies on another for support
(adjective) relying on another for support

DISENGAGEMENT THEORY - a social theory of aging which suggests that as society withdraws from the individual, the individual gives up certain roles performed in society

GENETICS - the branch of biology that deals with heredity

GERIATRICS - the branch of medicine that deals with old age

GERONTOLOGY - the branch of science that deals with old age

LIFE EXPECTANCY - the average age to which people in a particular age group can be expected to live

LONGEVITY - the actual length of an individual's life

LONGEVOUS - long-lived

LONG TERM MEMORY - ability to recall events and details that occurred in the past

ROLE - a function performed by someone in a particular situation; a part taken or assumed

SHORT TERM MEMORY - ability to recall events or details occurring recently

STEREOTYPE - a characterization of a person, or group of persons, that fails to recognize differences or variations between individuals.